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HELPS TO THE STUDY OF WORLD HISTORY

AND

HISTORY OF THE MODERN WORLD

BASED UPON

WEBSTER'S WORLD HISTORY
REVISED EDITION

AND

HISTORY OF THE MODERN WORLD

BY

HOMER FOSTER

ANAHEIM UNION HIGH SCHOOL
ANAHEIM, CALIFORNIA

D. C. HEATH AND COMPANY

BOSTON NEW YORK CHICAGO
ATLANTA SAN FRANCISCO DALLAS
 LONDON



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PRINTED IN U.S.A.

APR 13 1928

TO THE STUDENT

To acquire the art of efficient study requires practice. From the outset, however, you can probably add to the pleasure, ease, and profit of your history work by applying the following suggestions.

I. THREE STEPS

There are three steps in the study of history: preliminary reading, study of the day's lesson, and review.

You will find it pleasant and very helpful to keep a considerable distance ahead of the lesson. Read a chapter at a sitting. Do not at this time try to remember details but read for the story. You will keep in mind, of course, the author's plan, the approximate place and period covered, and the significance of the chapter as a whole.

The second step, the preparation of the daily lesson, should be as intensive as the first was general. If time permits, outline the lesson or, if you own your book, learn how to underscore intelligently. The chief value of outlining or underscoring is not in its use for reference, though that is considerable, but in the fact that it compels you to analyze the lesson. It is absolutely necessary to learn to *distinguish definite points* and to *see the relation between them*. Remember that every chapter, section, and paragraph has unity. It is your business as a student to find out what that unity is.

In order to remember history, keep your mind active, *do things* mentally with the lesson, think. Reading once with an active mind is worth more than many passive repetitions.

tions. The remembering of history is less a matter of pure memory than of thinking.

What are the things which the mind can do with a lesson? That is a difficult question. In mathematics there are problems to be solved, in language, sentences to be translated. But in history and other reading courses, one of the problems is to make one's own problems. That, until one has had considerable practice, requires resourcefulness.

It is the purpose of this book of questions to suggest things for the mind to do with the lessons. These questions may not be the same as those asked in class, but if you have done the things required you will probably be sufficiently familiar with the substance of the lesson to answer the new questions successfully. Gradually you will learn to do without questions, for you will become acquainted with the various things the mind can do with written material. To this end, notice the different kinds of questions asked in class, by the teacher, in this pamphlet, and in the exercises at the end of each chapter in the textbook. The best practice of all is to make your own questions.¶

Review, the third step in study, is not very distinct from the first and second steps. The best kind of review is informal or progressive, the kind you are constantly doing in connection with the daily work. In a sense, there are not lessons in the course but *one long lesson*. Every lesson is vitally connected with many of the others. Make every day's work, therefore, the occasion for refreshing your mind regarding the closely associated parts of the past work. Some of the questions in the following lists are intended to encourage this kind of review. There are also references at the beginning of many of the lists to earlier sections or pages in the textbook. Sometimes you will not have time to read all of these. It will often be enough to glance at the

section and paragraph headings and read a little of the text whenever you have forgotten the content.

II. TIME AND PLACE

Of the greatest significance in history are time and place. Fortunately they are not nearly so difficult as is commonly believed. The object as regards time should be to develop a *time sense or feeling*. That, indeed, will enable you to determine only approximate time, not exact dates; but the former often indicates a truer knowledge of time in history than the latter. The student who has mechanically memorized the date 1789 as the beginning of the French Revolution may have less appreciation of the time of that great event than the student who says that the Revolution must have occurred in the late 'eighties or early 'nineties of the eighteenth century. The latter student probably knows that the American Revolution, being in a number of respects a cause of the French Revolution, preceded the latter by several years. He remembers, moreover, that the Revolution, after it had passed its moderate phase, became more violent, led to war, and made trouble for the United States in Washington's administration. This is the rational, in contrast to the mechanical, way of remembering time sequence. It will almost completely remove the burden of the task.

Of course some of the more important dates, such as 1789, should be learned, so that the approximate time of related events can be estimated by means of them. But all insignificant dates should be ignored. On the other hand, learn to pick out blocks of time or periods, but do not make too much of the division points, for these are always rather arbitrary.

It is desirable also to build up a place or geography

TO THE STUDENT

sense. Study maps until you have in mind pictures of the principal physical, political, and civilization areas. Be able, for example, to imagine at will the Mediterranean, the Roman Empire, and the Latinized or Romanic part of Europe. Constantly compare these mental pictures; *e.g.*, see the regions common to the Roman and Alexandrian Empires, and the parts of each that were not in the other. Learn to indicate places in two ways. One way, of course, is to point to them on the map. The other way is to state the location in words. Imagine that some one who does not know the location of a place has a map that you cannot point to; then tell the other person how to find the place. You will tell him, for example, that Italy is the middle one of three southern European peninsulas extending into the Mediterranean. To find Rome, you will direct him to look for the mouth of a river about the middle of the western coast of Italy, and then to trace the river a few miles into the interior.

III. WORDS

Every reading course, such as history, should be made to contribute to your general English vocabulary. For this reason it is well to have a dictionary at hand. If that is impossible, keep a list of new words and look them up as soon as you can. Keep a small notebook containing definitions and review them occasionally. A list should also be made of the expressions of special historical significance in each chapter, such as "humanism," "Renaissance," "Reformation," "Counter-reformation," "the Inquisition," "the Index," and "balance of power." At intervals glance over the list until you find an expression which you cannot fully explain; then look it up.

The index to the textbook has a threefold use. It will

enable you to find everything in the book about any one subject, such, for example, as "Russia," or "science." When you are about to study Russia in the nineteenth century, the index references will enable you quickly to bring to mind what you have already learned about that country.

The index is also useful to give one the correct pronunciation of proper names, either of men or of places. If you do not understand the diacritical marks, you will find them explained at the beginning of the index. Practice in interpreting these marks is of considerable value. In Webster's *New International Dictionary*, men's names and dates can be found in "A Pronouncing Biographical Dictionary," and place names in "A Pronouncing Gazetteer," both toward the back of the book. Proper names are included in the body of the main vocabulary in the *Standard Dictionary*.

IV. INTEREST

More important even than a correct method of study is interest. In order to maintain a lively interest, it is necessary to work regularly. History is a continuous story and it is impossible to keep up interest in a story by hearing only occasional incidents.

Imagination, too, has much to do with interest. One should try to visualize the places, people, and scenes of history — the patriarchs in their tents, the Greek temples, Arab caravans crossing the desert, the penitent Henry IV at Canossa, the dramatic visit of Charles I to Parliament, and the great scenes of the French Revolution. One should think of historical characters, not as mere names, but as living men and women, often with very interesting personalities. To the extent that one can feel acquainted with Socrates, St. Francis, Martin Luther,

Disraeli, and Bismarck, history cannot fail to fascinate. It is a question whether or not a student can ever "get into the spirit" of a former time, but it is interesting to try to fancy the rude, shut-in life of medieval villages, the religious fervor of Christian hermits, the emotions of the Crusaders, or the youthful, confident, curious enthusiasm of the Renaissance.

Pictures are invaluable aids to the imagination. Modern interpretations of former events are interesting because they stress the dramatic and picturesque. They are less valuable historically, however, than representations of material remains or pictures coming down from whatever age one may be studying. The latter are real historical sources and as such have one or more of the following uses: (1) to help us to see the men and events as they really looked to people of the time, (2) to show the response of contemporary opinion to historical occurrences, and (3) to illustrate the history of art. Incidentally, the well-selected pictures of the textbooks can be used effectively in review. Turn the pages and discuss the significance of the pictures and the subjects represented therein. Thus the thing represented in each picture, a Viking ship, or mounted knight, for example, becomes in your mind a kind of symbol of a topic.

The writings of former times, no less than the pictures, help to make those times real for us. Some of the most fascinating of these writings have been brought together in Webster's *Readings in Early European History* and *Readings in Modern European History*. Many of the chapters, being biographical in nature, give intimate glimpses into the lives of men who are necessarily treated very briefly in the text. Webster's *Historical Source Book* contains thirty-three of the great documents of history. These

selections, while not as delightful to read as those from the *Readings*, are quite as useful. It is always well to study a document itself and not merely to read what some one else has said *about* it. All three of these books have been referred to constantly in the following exercises.

The textbook and these three supplementary books are about all that most students will have time to read during the course. Yet any student who is truly interested in the work will wish to read more whenever time permits. Any book that covers the entire field of history in eight hundred pages is unavoidably very condensed. In both the *World History* and the *History of the Modern World*, especially in the latter, the ancient and medieval periods are treated very briefly. It will be well worth the student's time, therefore, to read extensively from Webster's *Early European History*.

Interest is, after all, largely a matter of will. Any one who earnestly applies himself to history can hardly fail to enjoy it. History is not dead, for it explains the present and points toward the future. Like literature, it is essentially human, and "the proper study of man is man." It often deals, indeed, with distant times and places, but one should try to get the world view, "for nothing human is foreign."

HOMER FOSTER

Anaheim, California
March, 1927

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WORLD HISTORY

CHAPTER I

Prehistoric Times

1. What is history? How is culture passed from generation to generation? How does it differ from heredity? Distinguish between these stages of culture: savagery, barbarism, and civilization. From what main sources do historians get their knowledge of the past? Why is this chapter not history in the strict sense? Why is it nevertheless essential?

2. Why is information regarding prehistoric men less accurate and complete than history? Show that "civilization is almost a thing of yesterday" compared with the life of man upon the earth.

3, 4, 5. Suggest other schemes for dividing the story of prehistoric man into periods. What is the advantage of the author's scheme? Name the periods in order. How do we know that the Old Stone Age was much the longest? Give the evidence for the extremely gradual character of prehistoric progress. Show how the various inventions, such as fire-making, boats, and basketry, may have been suggested. List the achievements of each age. Why is the

importance of the total contribution of prehistoric men to progress commonly underestimated?

6, 7. Define "race." Name and locate the three primary races and the four subdivisions of the Yellow Race. What is the probable origin of language? Name and, in a general way, locate the three language families of the White Race. To which family does English belong?

8. Trace the development of true letters through five steps, showing the advantage of each step. (All except the first are "sound writing.") Trace the route of our alphabet from the Egyptians, showing how it has improved along the way. What are its present defects? Define: symbol, rebus, syllable, true letter, alphabet, hieroglyphs. Discuss the importance of writing for progress generally and for historical science in particular. About how old is civilization? Where did it originate? Trace in a general way the spread of civilization. Roughly indicate the time included in each of the three main historical periods. What is misleading about the division of history into periods?

CHAPTER II

The Ancient Orient

9. Find the derivation of "Orient" and "Occident." What part of the world is in the Orient? Name the countries of the Far East. Why does the author give so little space to their early history? Name and locate the seven regions of the Near East discussed by the author. Which two of them had the earliest civilizations? How did geography favor the early development of civilization in those places?

10. Locate the centers of the two earliest civilizations. How old were these civilizations before they came into con-

tact? Why had they developed for so long in isolation? Locate the various peoples studied. Tell the separate stories of (1) the Tigris-Euphrates Valley, (2) Egypt, and (3) the Jews. Note the points of contact. Define: tribe, city-state, kingdom, empire. How were the Oriental kingdoms and empires built up? About when was the Persian Empire established? Note its extent. Compare the Assyrian and Persian governments as to treatment of subject peoples. How was the Persian Empire held together? Reference: *Readings in Early European History*, chaps. I and II.

11. What was the prevailing type of government in the ancient Orient? Describe the manner of life of the typical king. What was the purpose of the pomp? In what sense were the kings absolute and in what sense were they limited? Name in the order of rank the social classes. How do you account for the power of the priests? Characterize the lot and prospects of the peasants and wage laborers. What is a peasant? What was the origin of slavery? Point out the most remarkable difference between the society here described and our own.

12. Review sects. 6, 7, and 9. Define "economic." What do the old pictures tell of ancient Egyptian farming methods? Of what benefit to industry was the development of specialized crafts? Show the relation of the crafts to the growth of commerce. Mention the things that gave ancient Babylonian business "a modern look." Trace the development of money, showing the advantage of each stage over the preceding. What are the uses of money?

13. Mention some of the hindrances to ancient commerce. With what countries did the Phœnicians trade? Show the importance of Phœnician commerce for the history of European civilization.

14. Distinguish law from morals. Was the distinction important in ancient society? Name three sources of our knowledge regarding ancient Oriental law and morals. What is a law code? Were the laws of Hammurabi's code probably new or old? Note the "crude features." Compare the story of their origin with that of the Ten Commandments. In what books of the Bible can the Mosaic laws be found? Discuss the relative importance of the two codes.

15. Contrast the common religious ideas of the ancient Near East with those of our time and country. What is the basic idea of magic? Show how ancient superstition advanced science. What was the most valuable religious contribution of the ancient Orient? Name the three Oriental monotheisms. What seems to have been the origin of the one-god idea among Egyptians and Persians? How did the Jewish idea of God change? Compare the Egyptian, Babylonian, and Hebrew ideas of immortality. Trace the changes. Show the historical importance of the Hebrew faith.

16. Define: literature (two meanings), art, fine arts, practical arts, architecture. In what languages were the Old and New Testaments written? What forms of literature are found in the former? Why is it historically important? Examine pictures of buildings, monuments, paintings, and sculpture of the ancient Near East. Compare typical Egyptian and Babylonian temples. What architectural forms and devices were contributed by Babylonians and Egyptians? Explain the true arch and clerestory and their use. Note the characteristics, defects, and limitations of ancient Eastern art, referring where possible to illustrations.

17. Define: science, applied science, engineering, and

astronomy. Name the contributions made by the ancient Egyptians and those by the ancient Babylonians to mathematics, science, and engineering. Explain the advantage of the solar calendar over the lunar calendar. Suggest a possible reason why the former was invented by the Egyptians. Show how superstition was mixed with certain branches of science. Point out three defects in the educational system.

18. Briefly state the defects of ancient Oriental (1) government, (2) social structure, (3) science, (4) art, (5) education, and (6) civilization in general. What is the importance of ancient Near Eastern civilization for European history? Name and locate on the map the four peoples who carried civilization to Europe.

CHAPTER III

Greece

19. Comment on the size of Europe relative to its historical importance. Be able to name the five European branches of the Indo-European language family (p. 18). Name and locate six languages in Europe which are not Indo-European. Learn the classification of physical types in Europe (pp. 66-67), and keep the two classifications distinct.

20. Review sect. 18. Which parts of Europe were important in ancient history? Why is the Mediterranean Basin a distinct area? In what respects was the Mediterranean well suited to ancient commerce? Which country in Europe has the oldest history? Show the historical importance of the *Ægean* Islands and the location of Greece.

21. Review sects. 11, 13, and 16. Why is the *Ægean* Age called prehistoric, though it was civilized? In what respects

was the *Æ*gean civilization similar to the Oriental? In what respects was it superior? Examine specimens of *Æ*gean art pictured in this and other books. In what matters did the *Æ*geans make the most progress? When and how was the age ended?

22. Review sects. 14 and 15. Compare the sources of knowledge for the two prehistoric periods in Greece. What is an epic? Tell the stories of the *Iliad* and the *Odyssey*. Why were they reliable for certain purposes and not for others? In outline note five characteristics of Greek economic life, six of social and moral standards, and four of religion. Note particularly the tribal standards of morality and the procedure in case of crime. Name three bonds of Greek union. In what sense were the Greeks a divided people? Reference: *Readings in Early European History*, chaps. III and IV.

23. Review sects. 10 and 11. Find the differences between the general meaning of "state" and the American usage. Distinguish "state" from "government." Study the derivation of "civic," "civilian," "civil," and "citizen." Contrast the Greek and the modern meaning of "tyrant." Find the meaning and derivation of "monarchy," "oligarchy," "aristocracy," and "democracy." Note the main differences in political condition between ancient Greek and American cities. What was the basis of Greek citizenship? Indicate the political tendency in Greece in the early historic period. Does it surprise you that tyrants were often popular and good rulers? Contrast the two principal Greek cities. Fix in mind their location. Reference: *Readings in Early European History*, chaps. V and VI.

24. Review sects. 13 and 21. What was the period of Greek colonization? What other development in Greece took place at the same time? What events in Oriental

history occurred during this period? Note three motives of Greek colonization. Describe the relations of a Greek colony to its mother city. Compare modern colonization. Locate three main fields of Greek colonization and mention a colony in each. Discuss the importance of Greek colonization for the history of civilization. Reference: *Historical Outline Maps and Exercises*, I, Greek Expansion in the Mediterranean.

25. Review the Persians: location, race, religion, extent of empire, and imperial government. Note the period of the building of their empire. When did their wars against the Greeks occur? The outcome? The importance of the same for the history of civilization? What was the effect of the wars upon the relative prestige of the Greek cities? Reference: *Readings in Early European History*, chap. VII.

26. Review sects. 11 and 23. Fix in mind the century of Athenian greatness and the time relation to other events. In what different ways was Athens great? Discuss the Delian League: purpose, extent, organization, and change in character. Why did not Athens extend her democratic principles to her empire? Point out the democratic and the undemocratic features of ancient Athens. Contrast ancient and modern democracy. Why would ancient Athenians and modern Americans call each other undemocratic? Aristotle, a Greek philosopher, considered slavery essential to civilization. What may have been his reasons? Would they apply to the present? What were the bad effects of slavery upon ancient society?

27. Review sects. 16, 17, 18, and 21. Study pictures, plans, and descriptions of Greek buildings, and sculpture. Point out the merits of Greek sculpture as compared with Oriental carving. Discuss the merits and limitations of Greek architecture. (A limitation is not a fault. What

architectural problems were left unstudied?) Contrast the theater and drama of the Greeks with those of to-day. What is philosophy? Name some Greek philosophers. What was Socrates' method of teaching? Find out why he preferred it? Is it an accident that the most commercial of Greek cities was the most democratic, intellectual, and artistic? Reference: *Readings in Early European History*, chap. XI.

28. Review the five periods in the story of Greece thus far. Give a brief narrative of the struggles between the Greek states. (Four steps.) Note the approximate time covered. Could the Greeks have kept their democracy if they had united? (Bear in mind the Greek type of democracy and the character of ancient imperial government in the East and in Greece.) What were the unfortunate results of their unwillingness to unite? References: *Historical Outline Maps and Exercises*, II, Athenian Empire and the Peloponnesian War; and *Readings in Early European History*, chaps. VIII, IX, and XII.

29. Review sect. 25. Why were the Greeks so willing to aid their conquerors in further conquests? How did the Græco-Macedonian state compare in size with the Persian Empire? How long did it take Alexander to conquer the latter? How do you account for his victory? Fix in mind the time and relate it to other important events in Greek history. How long had the Persian Empire lasted? What is the significance of the Greek victory for the history of civilization? Reference: *Readings in Early European History*, chaps. X and XII.

30. Review sects. 10, 18, and 27. Why is the Hellenistic Age so named? It spanned the time between what great events? What whole century did it include? What became of Alexander's Empire? In what three ways did

the Hellenistic cities differ from Athens and Sparta? In what sense was Alexandria typical of the age? What is cosmopolitanism? Discuss the purpose and organization of the Achæan and Ætolian leagues. Show their importance in the history of political institutions.

CHAPTER IV

Rome

31. Review sects. 6, 7, 19, 20, and 24. Why was Italy civilized later than Greece? How did geography tend to make the history of the two countries different? Name and locate four main peoples of Italy? To which branch of Indo-Europeans did the Gauls belong? Where outside of Italy did Gauls live? What was the importance of the presence of Greeks in Italy?

32. Review sect. 22. What is the historical value of the early Roman legends? For what purpose are they not dependable? With what Greek sources are they to be compared? What was the most important social unit among primitive Romans? Compare the two religions of the early Romans. What do they suggest regarding the probable origin of the State? Of what value was ancestor worship? Compare the economic and social conditions among the early Romans with those of the Homeric Greeks. What virtue was most honored by the Romans? Reference: Webster, *Readings in Early European History*, sects. 63 to 69 inclusive.

33. Review sect. 23. In what countries have we found city-states? Compare the government of Rome with that of the cities of Homeric Greece. What change occurred in the Roman form of government just before the dawn of history? Compare Greek history. Why did the Romans

have two consuls at a time? What was the purpose of the dictatorship? Of what value was the Senate? Trace the rise in political condition of the plebeians. (Three main steps.) What was the work of the tribunes? Why did the plebeians demand written laws?

34. Review sects. 24 and 31. How long did it take Rome to conquer Italy? What general conclusion does a study of the map facing p. 122 justify? (Use key.) What two movements were going on during the first two and a half centuries of the Republic? (Sect. 33.) Recall events of Greek history during the period. Compare the conquered communities incorporated into the Roman state and the Italian allies. Compare Roman and Greek colonial policies. Discuss the purpose and value of Roman roads. Enumerate the factors in the rapid Romanization of Italy. Reference: *Readings in Early European History*, sects. 70 to 77 inclusive.

35. Review "Phoenicians" in sects. 10 and 13. Give directions for finding Carthage on the map. Discuss that city's origin, civilization and language, economic life, and government. How long did her struggle with Rome last? What enabled Carthage to hold out so long? How did the wars prove the wisdom of Rome's treatment of conquered Italy? Why does Hannibal deserve to rank among the greatest generals? Explain the derivation of our word "Fabian." What regions were annexed by Rome during the period? Why is the Roman victory of the greatest importance? Reference: *Readings in Early European History*, chap. XV.

36. Review sect. 26. What part of the Roman world was included in "the provinces"? Compare the government of the provinces with that of Italy. What were the causes of Rome's misgovernment of the provinces? Enu-

merate and discuss fully six effects upon Rome and Italy of the conquests beyond Italy.

37. What were the political tendencies during the century of Roman history ending a generation before Christ? Account for them. How are they related to conditions described in sect. 36? What regions were annexed by Rome in spite of the discord? Show the importance of Cæsar's conquest of Gaul. Reference: *Readings in Early European History*, chaps. XVI, XVII, and XVIII.

38. Review sects. 10 and 29. In general terms indicate the period and the territorial extent of the Roman Empire. Compare provincial government under the Empire with that under the Republic. Account for the extent, duration, and completeness of "the Roman peace." How did the emperors encourage commerce? Why did slavery decline during the period? Comment on the relative importance of city and country life. References: *Historical Outline Maps and Exercises*, III, The Expansion of Rome over the Mediterranean and the Formation of the Roman Empire; *Readings in Early European History*, chaps. XIX and XX.

39. Review sect. 30. Why were the parts of the Empire west of the Adriatic much more thoroughly Romanized than the parts to the east? Why was Dacia an exception? (P. 139.) In what respects had the Roman Law gradually improved? What parts of the modern world have legal systems based mainly on the Roman? What parts have the English type of laws? Name five Romanic (modern Latin) languages. Reference: *Readings in Early European History*, chaps. XXI and XXII.

40. Review sects. 15, 38, and 39. Fix the approximate time of the origin of Christianity relative to other events. In what part of the Empire did it originate? How were

Christianity and Judaism related? Compare Christianity with the other new faiths from the East. Explain four causes for the spread of the new religions. Why was Christianity singled out for special persecution? What was the effect of persecution? How long did it take for Christianity to become dominant? With what new moral ideas did Christianity combat old evils?

41. For what do the last two centuries of the Roman Empire stand? Describe the conditions in the Empire during the third century. About when did Diocletian rule? Show how each of his three reforms was temporarily beneficial and ultimately detrimental. What led to the division of the Empire? When did the fall of the Western Empire occur?

CHAPTER V

The Middle Ages

42. What great events bound the Middle Ages? Compare the ancient, medieval, and modern periods as to length. Classify the Germans as to race, language, and cultural advancement in the fourth century. Note the main cause of the migrations. Why can Germany support more people now than it could in 400 A.D.? Show the effect of the migrations upon civilization. Is modern civilization threatened by a similar danger? Reference: *Readings in Early European History*, chaps. XXIII and XXIV.

43. Where did the Franks live? Fix in mind approximate periods of their two greatest kings and of Otto. What is significant about the manner of the Frankish conversion? What were the results of the conversion? Outline Charlemagne's accomplishments under four heads. What became

of his empire? Compare as to extent the old Roman Empire, the "Roman Empire" of Charlemagne, and the "Holy Roman Empire." (Maps between pp. 138-139, facing p. 162, and on p. 165. Note parts common, parts in one and not in another, etc.) Why did the Church desire to perpetuate the Roman imperial tradition? References: *Historical Outline Maps and Exercises*, IV, The Revival of the Roman Empire in the West; and *Readings in Early European History*, chap. XXV.

44. See sects. 43 and 45. Note the home, race, and language family of the Northmen. Why were they less influenced before their migration by Christianity and civilization than the Germans had been? How did their voyages differ from those of earlier peoples? Name the countries invaded by the Northmen. What became of the Northmen in France? In Italy and Sicily? Reference: *Readings in Early European History*, chaps. XXX, XXXI, and XXXII.

45. Account for the decline of royal power after Charlemagne. To whom was much of it lost? Define feudalism. In what three ways did lords get feudal power over vassals and tenants? Enumerate the obligations of vassals to lords and *vice versa*. How did castles, armor, and mounted warfare affect the relations of nobles to kings and peasants? How was private warfare stopped? Show how chivalry was a compromise between Christianity and feudal conditions. Criticize feudalism as a governmental system. List and define feudal expressions.

46. Review sects. 27, 29, 30, 41, and 43. Mention other names for the Byzantine Empire. Note its origin and fate (pp. 154 and 194). Compare its duration with that of the Western Roman Empire. Compare the Byzantine and the Western European civilization of the Middle Ages.

Account for the commercial greatness of Constantinople. Mention three characteristics of Byzantine architecture. Point out defects and later value of Byzantine scholarship. What were the two greatest services of the Byzantines to Europe?

47. Review p. 18, index references to the various Semitic peoples, and sects. 15 and 40. Fix the time of the rise of Islam relative to other events. What region has produced all the great monotheisms? Which are Semitic in origin? Compare Islam and Christianity with regard to: (1) the lives of their founders, (2) the place of each founder in the estimation of his followers, and (3) the doctrines and spirit of the two faiths. In which parts of the world did each faith become dominant? Account for the rapid spread of Islam. What three parts of Europe have been occupied by Mohammedans? Note the time of each occupation. Show the historical importance of the flourishing of Arab-Moorish civilization during the Middle Ages. Reference: *Readings in Early European History*, chap. XXIX.

48. What were the crusades? Fix the time relative to other events. Explain three motives. What was accomplished by the First Crusade? In what sense were the crusades failures? Show how the crusades undermined feudalism. Show how they encouraged West-European commerce and city life. Explain effect upon Western intellectual life. Reference: *Readings in Early European History*, chaps. XXXV and XXXVI.

49. Review p. 18. Note the original home, race, and cultural condition of the Mongols. How long was Europe subject to their occasional migrations? What was the cause of their migrations? Why is the time of the Mongol occupation of Russia significant? How are results of

Mongol migrations shown in present conditions of Eastern and Southeastern Europe?

50. Review sect. 45. Trace the history of conquests of Britain, France, and Spain. Discuss the relative importance of the various conquests in each country. How long were the Moors in Spain? What two important processes went on in Spain through the Middle Ages? Compare the French king's power over his "domain" with his authority in the rest of the country. How did the size of his domain affect his power? Why did the nobles choose for king a man with a small domain? What does the map on p. 198 suggest about the way the royal power grew? Compare the medieval political development of England with that of France and Spain. Was the feudal nobility or monarchy friendlier to nationalism? Account for the affection which many Europeans still feel for their kings. Why did national states develop later in Central and Eastern Europe? References: *Historical Source Book*, No. 1, The Great Charter, and No. 2, Confirmation of the Charters; and *Readings in Early European History*, chaps. XXXVII, XXXVIII, and XXXIX.

CHAPTER VI

Medieval Civilization

51. Review sects. 40 and 48, and pp. 175 and 179. Account for the great influence of the Church in medieval society. Of these institutions, monarchy, feudalism, and the Church, which was local in sympathies, which national, and which international? How can you justify the extensive medieval jurisdiction of Church courts? How did the Church enforce its regulations? Show how the Church

elevated the social ideals of the Middle Ages. Were its compromises justified?

52. How do medieval conditions and Church doctrines explain the importance of the medieval clergy? (Pp. 204 and 207.) Describe the organization of the clergy, excluding monks and friars. Suggest the source of this form of organization. State the fundamental idea of monasticism. Trace the development of the monastic system through three stages. What is the place of monasticism in the history of civilization? Distinguish friars from monks and the two oldest friar orders from each other. Observe as you proceed how the coming of the friars revealed social changes. Reference: *Readings in Early European History*, chaps. XXVI–XXVIII, XXXIII, and XXXIV.

53. Review sects. 38 to 41 inclusive and 43, 45, 46, and 50. Explain the doctrine upon which the Pope's spiritual authority rests. Indicate his three principal ecclesiastical powers. What is meant by his "temporal authority"? Over what territory did he formerly exercise temporal power? Why did the Church in the Middle Ages need for its capital a neutral territory under its own rule? What are the functions of the College of Cardinals?

54. Review sect. 45. How did the Germanic invasions affect the relative importance of city and country? Define "land tenure" and "manor." Explain the village or manorial system of land tenure and use. (Study diagram, p. 215. Consider (1) demesne, (2) other arable land, (3) the meadow, (4) pastures, wood, and waste, and (5) the cottages.) Point out the disadvantages of the open-field system. What is meant by the "self-sufficiency" of the medieval village? What do the pictures on p. 218 show regarding farm labor, farming methods, peasants, clothing, and the artist's skill?

55. Review index references to "slavery" and sects. 45 and 54. Distinguish free peasants, serfs, and slaves. What were the obligations of a serf to his lord? Compare the obligations of a peasant (free or servile) with those of a noble vassal. Note the twofold origin of serfdom. Explain the causes of its decline. How long was the period covered by the decline?

56. Review sects. 38, 42, and 45. Compare the late ancient, early medieval, and late medieval periods with regard to city life. What were the causes for the revival of cities? How did the cities get their freedom from their feudal lords? Why were king and cities usually on good terms? Compare as to external relations the cities of England, France, and Spain with those of Germany and Italy. Show the effect of the rise of cities upon social classes, architecture, and learning.

57. Note two types of medieval guilds. Which was the older? Classify the activities of the guilds. Describe the steps leading to craft-guild membership. Compare medieval and modern attitudes toward monopoly and competition. Compare medieval guilds with modern trade unions and employers' associations. What were the causes for the decline of the guilds?

58. Note and account for the early medieval condition of commerce. When did the commercial revival occur? What were its causes? Trace three main routes from the Orient to Europe. Account for the type of Oriental goods brought to Europe. What cities profited most by this trade? Explain the prevailing medieval attitude toward competition and governmental regulation of commerce. Is it sound?

59. Review sects. 46, 47, 48, 56, and 58. Review index references to "architecture" and "education." What

kinds of buildings most interested medieval people? (Sects. 45 and 56 and pictures.) Why? Describe the Romanesque type of cathedral. What architectural problem produced the Gothic type? Show how it was solved by means of three devices. (Study diagram, p. 233, and all available pictures.) What adjective best describes Gothic ornament? Contrast Greek temples and Gothic cathedrals. Did vertical or horizontal lines prevail in the latter? Why was Western Europe so backward in education during the early Middle Ages? What regions were ahead of it? When did the educational revival occur? Explain the causes. Show how the universities copied guild organization. Note the origin of English "colleges." Give the derivation of the words "university" and "college." What was the usual method of teaching in medieval universities? Why? How did the liberal arts faculty differ from the other three faculties?

60. Review sects. 39 and 50, and maps between pp. 138-139 and facing p. 160. Account for the medieval use (a) of Latin for writing and (b) of local dialects in daily speech. What late-medieval conditions favored the substitution of national languages for both purposes? Name five Romanic and five Teutonic languages. What is the position of English relative to the two language families? Reference: *Readings in Early European History*, chaps. XL and XLI.

CHAPTER VII

The Renaissance

61. Review sects. 27, 30, 38, and 39. To what period does the name "Renaissance" apply? Why is it so called? Account for its origin in Italy. (Outline answer.) What is "humanism"? Show the special importance of each of

the humanists mentioned. What other important events occurred in the same century as the beginning of European printing? Show the twofold historical importance of printing. Study pictures of Italian Renaissance buildings, sculpture, and paintings. Note improvements in each of the fine arts and the influence of the age thereon. Reference: *Readings in Early European History*, chap. XLIII.

62. What parts of Europe were least affected by the Renaissance? Why? (Sect. 49.) Show the importance of Erasmus. (Sects. 66 and 67.) Explain earlier and later effects of the Renaissance upon vernacular literatures. How did the use of vernaculars affect the quality of literature? Find out the type of writing produced by each of the vernacular authors mentioned. Note causes of the revival of scientific interest. What were the contributions of Copernicus and Galileo to science? How did scientific method change? How is experiment related to observation? Reference: *Readings in Early European History*, chap. XLII.

63. Review sects. 44 and 48. Note the two centuries of the great explorations. Show the relation to exploration of (1) the Crusades, (2) Italian trade monopoly, (3) inventions, (4) revival of classical learning, and (5) growth of national states. Mention three motives of the explorers. How do the explorations reveal the spirit of the Renaissance? What did the Portuguese and the Spaniards each accomplish? Reference: *Readings in Early European History*, chaps. XLIV and XLV.

64. Indicate the extent of the Spanish and Portuguese Empires. In which regions do Spanish and Portuguese customs still prevail? Characterize the colonial policy of the two countries and show why it was unwise. Note the part played by Italians in exploration. Why were their

expeditions not undertaken for their own country? Reference: *Historical Outline Maps and Exercises*, V, Portuguese and Spanish Colonial Empires.

65. Outline the effects of the discoveries upon Europe.

66. Review sects. 51, 52, and 53. What was the Reformation? In which half century did it occur? Show how it was both a reaction against, and a continuation of, the Renaissance. How is it related to the growth of nationalism? Note and illustrate its selfish causes. Be able to tell a connected story of the life and career of Luther. (Outline.) Try to imagine Luther and his personality; discuss his human qualities. Reference: *Readings in Early European History*, chap. XLVI.

67. What was the fundamental principle of Protestantism? Why did the new faith inevitably divide into sects? In what countries did it become dominant? Indicate the extent of the three early Protestant sects. Point out the differences between them.

68. Note the period of the Counter Reformation. What countries were kept Catholic? Discuss six methods used to combat Protestantism. Note purpose, type of organization, and activities of the Society of Jesus.

69. Compare the Peace of Augsburg, the Edict of Nantes, and the religious terms of the Peace of Westphalia. Discuss fully the economic, social, and cultural effects of the Thirty Years' War upon Germany. Why did international law rise in this period? Reference: *Readings in Early European History*, chap. XLVII.

70. What change in the cause of warfare occurred during the seventeenth century? Summarize the discussion of each of the four European regions in 1648. Reference: *Historical Outline Maps and Exercises*, VI, Europe at the End of the Thirty Years' War.

CHAPTER VIII

The Seventeenth and Eighteenth Centuries
in Europe

71. Review sects. 45 and 50. How did the Reformation influence political theory?

72. Review sects. 50 and 69. Sketch the history of the English Parliament to James I. Note the century of Stuart rulers. Explain the causes of their conflict with Parliament. What were the Puritan ideas about morals, government, worship, and church organization? Was the Petition of Right meant primarily to protect Parliament or individuals? Show the significance of the period of personal rule. Tell the story of English events from 1640 to 1660. Discuss the emigration to America during (1) the personal rule and (2) the Puritan Revolution. Compare the form of government under the Commonwealth with that during the Protectorate. Why did both these forms of government fail? What were the permanent results of the Puritan Revolution? References: *Historical Source Book*, No. 4, Petition of Right, and No. 6, Instrument of Government; *Readings in Modern European History*, chaps. I and II.

73. What does the Restoration period stand for in morals, religion, and politics? How was the "Glorious Revolution" related to the Puritan Revolution? References: *Historical Source Book*, No. 7, Habeas Corpus Act, No. 8, Bill of Rights, and No. 9, Act of Settlement; and *Readings in Modern European History*, chaps. III, IV, and VII.

74. Review sects. 50, 69, 70, 71, 72, and 73. Contrast political developments in France and England during the seventeenth and eighteenth centuries. Fix the time of

Louis XIV relative to other events. What was Louis's purpose in creating a magnificent court? What change had occurred in the position of the nobility? Characterize Louis's foreign policy. Why did he find a constant opponent in the Netherlands? How was England brought into the anti-French struggle? Explain the occasion for Louis's last war. Classify the terms of the Treaty of Utrecht. Compare it with the Peace of Westphalia. What is the significance of the rise of Brandenburg and Savoy? References: *Historical Outline Maps and Exercises*, VII, Europe after the Peace of Utrecht; and *Readings in Modern European History*, chaps. V and VI.

75. Review sect. 49. Note race and religion of the Russians. Give three causes for their cultural and economic backwardness. What important European events occurred during the Mongol occupation? Name some of Ivan the Great's contemporaries. What was the aim of his successors? Discuss their success. Mention some of Peter the Great's contemporaries. What were the two aims of his policy? Describe his methods. Why did he build St. Petersburg?

76. Review pp. 193 and 194. How long was the interval between Peter the Great and Catherine II? What was the object of her foreign policy? With what two states did it bring her into conflict? What was the outcome? Name five provisions of her settlement with Turkey. How is the history of the Ottoman Turks related to (1) the discovery of America, (2) the study of Greek in Italy, and (3) the success of the Protestant Reformation? Explain "the sick man of Europe" and "the Eastern Question." References: *Historical Outline Maps and Exercises*, VIII, Growth of Russia to the End of the Eighteenth Century; and *Readings in Modern European History*, chap. IX.

77. Review pp. 164, 165, 169, 276, and 277. Distinguish between the family possessions of the Hapsburgs and the lands over which they ruled as emperors. Which gave them their power? What was the outstanding characteristic of their dominions? Name a contemporary of Maria Theresa. What is the importance of her reign?

78. Discuss the origin of Brandenburg and Prussia. When and how were they united? What good and bad qualities are suggested by "Prussianism"? Consider the historical significance of Frederick II's wars. Reference: *Historical Outline Maps and Exercises*, IX, Growth of Prussia to the End of the Eighteenth Century; *Readings in Modern European History*, chap. VII.

79. Indicate in a general way the location of the Poles and the Lithuanians. To what linguistic families do they belong? Discuss five weaknesses of the Polish state. Remember the period of the partitions by associating them with the sovereigns who participated. Of what value to Prussia were the Polish provinces acquired by Frederick? Was the lot of the Poles improved or injured by the partitions? Were the latter grossly immoral?

CHAPTER IX

Commerce and Colonies During the Seventeenth and Eighteenth Centuries

80. Review sects. 63, 64, and 65. Name the first two modern colonizing countries. Where were their colonial empires? When and by what countries were they superseded as leading colonial powers? Classify seventeenth-century motives for colonization. Suggest another motive which has since become important. Carefully explain the

mercantile doctrine. Criticize it. Why did the governments turn over to private companies the planting and oversight of colonies? Are there objections to the system? Distinguish the two kinds of companies.

81. Review sect. 69. Give three reasons why the Dutch turned to the sea. Trace step by step the history of the rise and decline of the Dutch colonial empire. (Outline.) What kind of people settled in South Africa? What were the causes of the decline of the Dutch power?

82. Review pp. 313 and 314. What circumstances gave European powers a chance to expand in India? What was the original English and French policy regarding India? What two contributions to French policy were made by Dupleix? Trace the career of Clive. What gave England the advantage in India? What was the result of the struggle?

83. Review sects. 72, 73, and 74. Account for the lateness of English and French activity in the New World. Which colonies were planted during the Stuart reigns? Correlate English and colonial events of the seventeenth century. Discuss the composition of the population of the English colonies. Indicate the extent of the English colonies about 1700. What were the causes for the revival of French interest in America? What was accomplished by each of the two greatest French explorers? Compare English and French colonies as to (1) location, (2) number, (3) area, (4) number of people, (5) economic life, and (6) government. What was the period of the Second Hundred Years' War? Note the occasion for the beginning of the struggle. What territorial transfers were made at the end of the Seven Years' War? References: *Historical Outline Maps and Exercises*, X, Colonial Empires in the Eighteenth Century; *Historical Source Book*, No. 5, New England

Confederation; and *Readings in Modern European History*, chaps. XI and XII.

84. Compare the treatment of British and other colonies by their parent countries before 1763. Discuss the effects of the expulsion of the French upon Anglo-colonial relations. Show how American opposition to the new policy was a defense of principles rather than resistance to actual oppression. Compare the second paragraph of the Declaration of Independence with John Locke's political theory. What is the bearing of the American Revolution upon Canadian history? Show the place of the Revolution in the history of the European balance of power. Note three effects of the Revolution upon the history of other nations. References: *Historical Source Book*, No. 10, Resolutions of the Stamp Act Congress, No. 11, Virginia Bill of Rights, and No. 12, Declaration of Independence; and *Readings in Modern European History*, chap. XIII.

85. What was the trouble with our first constitution? How long was it retained? Why were the states reluctant to accept the new one? Why were the people devoted to states and jealous of the Union? Show the influence of British experience on our Constitution. Comment on Montesquieu's influence. Explain the most important "novel feature." Note, as you study further, the spread of this "novel feature." References: *Historical Source Book*, No. 13, Articles of Confederation, No. 14, Northwest Ordinance, and No. 15, Constitution of the United States; and *Readings in Modern European History*, chap. XIV.

86. Review sect. 63. What regions of the world were explored in the fifteenth and sixteenth centuries? In the seventeenth and eighteenth? Name in time order five explorers of the Pacific. Indicate the achievements of each. Reference: *Readings in Modern European History*, chap. X.

CHAPTER X

The Old Régime

87. Review sects. 61, 62, and 66. Read chapter X as a whole before studying it by sections. Note that it consists of two parts, the second beginning with sect. 91. State the purpose of each part. What was the "Old Régime"? How did it differ from the Régime which preceded it? (Sect. 45.) Reference: *Readings in Modern European History*, chaps. XV and XVI.

88. Review sects. 45 and 52. What was the prevailing form of government in the eighteenth century? What valuable service had monarchy rendered? What phases of feudalism had disappeared in France and what ones had survived? Name the two privileged orders and the principal subdivisions of each. What services had each of the privileged orders rendered society? Mention the three most valued privileges of the nobility.

89. Review sects. 54, 55, and 56. What was the "Third Estate"? Name its three subdivisions. Discuss the origin, condition, grievances, and state of mind of the *bourgeoisie*. What privileges were enjoyed by some of the artisans? Note two classes of peasants. Enumerate the grievances of the free peasants.

90. Review p. 179 and sects. 66, 67, and 68. In what part of Europe did each of the three main branches of Christianity prevail? In what countries was each of the three chief early Protestant faiths generally dominant? Point out the distinguishing characteristics of each of the four other Protestant branches mentioned. Briefly summarize the relation between church and state in Western Europe of the eighteenth century. Reference: *Readings in Modern European History*, chap. XVII.

91. Review sects. 57, 58, and 80. What is economics? Is it a natural or a social science? Explain three ideas of the physiocrats. Compare their ideas with those of the mercantilists. Reference: *Readings in Modern European History*, chap. XVIII.

92. Review sect. 62. Note the results of the change in scientific method described in sect. 62. What are natural laws? Name some. How do they differ from laws applied in law courts? What are hypotheses? Of what use are they in science? Which of the discoveries and doctrines mentioned in sects. 62 and 92 most profoundly changed men's ideas of the physical universe and their place in it?

93. Review pp. 204 and 263 and sects. 71, 72, 73, and 84. Show the twofold influence of the achievements in natural science on ideas regarding human affairs and religion. Explain Locke's political theory. Note the period of his life and suggest the influence of the political events of his time and country upon his doctrine. Show the importance of the latter in American history.

94. Contrast the intellectual with the political relations between eighteenth-century France and England. Discuss the method, conclusions, and influence of Montesquieu's great book. What is the importance of Voltaire? How was Rousseau's idea of civilization related to his philosophy of government? Would the purpose of the encyclopedists now be considered an appropriate one? Reference: *Readings in Modern European History*, chap. XIX.

95. Review sects. 76 to 79 inclusive. Note the two-fold significance of the expression "enlightened despot." What does "benevolent despot" suggest? Consider the propriety of applying these terms to each of the three monarchs discussed. Show how the first half of Frederick II's reign necessitated the enlightened measures of the

remainder. Point out the purpose, three methods, and the result of Joseph II's policy. Define paternalism. What are its two weaknesses?

CHAPTER XI

The Revolutionary and Napoleonic Era, 1789-1815

96. Review sects. 72, 73, and 84. Why did the revolt against absolutism begin in France rather than in some other part of the Continent? Show the influence of two foreign countries upon the revolutionary movement in France. What caused the calling of the Estates-General?

97. Characterize French public opinion early in 1789. How did the structure of the Estates-General reveal its feudal origin? Explain the difficulty regarding organization. Comment on the government's handling of the problem. How was the difficulty settled? Describe two dramatic scenes in the struggle. References for sects. 97 to 101 inclusive: *Readings in Modern European History*, chaps. XX, XXI, and XXII.

98. Tell the story of the summer of 1789, showing how each event led to the next. (Outline.) Reference: *Historical Source Book*, No. 16, Decree Abolishing the Feudal System.

99. Review p. 199 and map on p. 198. Account for the diversity of local institutions in pre-Revolutionary France. Is diversity usually coupled with centralization? What changes were made? Is it wise to destroy historic local units? Criticize the three new laws pertaining to the Church. Explain the unfortunate results of the financial policy. Keep in mind as you proceed the various constitutions adopted in France. What were the provisions of the

Constitution of 1791 regarding (1) the legislature, (2) the monarchy, and (3) the suffrage? Was there any apparent or real discrepancy between the Constitution and the Declaration of the Rights of Man? Reference: *Historical Source Book*, No. 17, Declaration of the Rights of Man and the Citizen.

100. How did the Revolution change after 1791? Note five sources of opposition to the government. Which opposing elements had once been sympathetic? What caused the ill will of each? Which acts of the National Assembly proved to be mistakes? How did each of the discontented elements oppose the government? What was the cause of the foreign war? How did it affect the Revolution? Reference: *Historical Source Book*, No. 18, Address to All Peoples.

101. Why was the National Convention called? Compare the two parties. Was the execution of Louis XVI wise? What alternatives were there? What were the results? Discuss fully the emergency measures. Was the concentration of power in a single committee wise? What can you say in defense of the system of terrorism? To what extent were the Convention's measures successful? Why were the extreme measures continued after the passing of the emergency? How did the Committee of Public Safety get reelected month after month when it had lost the good will of the Convention? How was the Reign of Terror ended? Compare the Constitutions of 1791 and 1795.

102. Give an account of the antecedents, education, and rise to prominence of Napoleon Bonaparte. Review French foreign relations from the spring of 1792. What was the foreign situation in 1796? What principle of Napoleon's strategy is illustrated in his Italian expedition? What was

the outcome? Give four provisions of the Treaty of Campio Formio. Note (1) the government's motives in sending Napoleon to Egypt, (2) his motives in going, and (3) the reasons given to the public. What is a *coup d'état*? How was the Directory overthrown? References for sections 102 to 110 inclusive: *Readings in Modern European History*, chaps. XXIII, XXIV, and XXV.

103. Briefly note the occurrences during the period of the Consulate. Compare the Constitution of 1799 with its two predecessors. Suggest French motives in ratifying Napoleon's usurpation. Enumerate Napoleon's constructive reforms. Find out which of them had been started before. Is the extreme centralization of government desirable? What other countries have been influenced by the *Code Napoléon*? What was the origin of the situation remedied by the Concordat? Did the Church or Napoleon gain more thereby?

104. Review sects. 72 and 99. Trace the development of one-man rule in France. In what sense was Napoleon's Empire democratic? To what extent did Napoleon accept the ideals of the Revolution? In what respects did he depart from them?

105. Note (1) the change in French war aims since 1792 and (2) the change in the leadership of the opposition. Why are dictatorships usually aggressive in foreign affairs? Show the importance of Nelson's two great victories. (Review.) What were the parts played by the two Pitts in English history? (Review.) Trace the history of the war from Trafalgar to Tilsit. What were the terms and importance of the Treaty of Tilsit? Account for Napoleon's remarkable victories.

106. Review sects. 36, 38, and 43, and pp. 269-270. Name countries at some time between 1792 and 1815 (1)

annexed by France, (2) dependent upon her, and (3) allied to her. Name also (4) those European states which were never within the Napoleonic system. What territories were in the Grand Duchy of Warsaw and the Confederation of the Rhine? What were Napoleon's probable motives in creating them? Of what significance was the latter in German history? Reference: *Historical Outline Maps and Exercises*, XI, Europe under Napoleon.

107. Explain (1) the Continental System, (2) British retaliation, and (3) French retaliation. Compare the legality of the British and French measures. Find out the effect of these measures on the history of the United States. How did the Continental System affect Napoleon? How does it account for his efforts to control literally all Europe? Would those efforts have been expedient otherwise?

108. Review pp. 199, 375, and 391. Why was Napoleon less successful after 1808? Give a connected narrative of the national revolts. (Outline.) Why was it natural that they should begin in Spain and Portugal? Explain the causes of the rupture between France and Russia. Compare the "awakening" and reforms in Prussia between 1808 and 1812 with French-Revolutionary reforms. Note the effect of the War of Liberation upon German national sentiment.

109. Mention two circumstances which induced Napoleon to return from Elba. What was the effect upon the Allies? What was the outcome of the "Hundred Days"? Is it unusual for nations to build legends about their great men? Note the consequences of the "Napoleonic legend" in later French history.

110. Review sects. 99, 103, and 104. "Liberty" expressed two ideals of the Revolution, popular sovereignty and personal liberty. What is the difference? What ideals

were expressed by "equality" and "fraternity"? Is "equality" capable of a larger meaning? Explain Napoleon's attitude toward each of these four ideals. To what parts of Europe did Napoleon spread some of the principles of the Revolution? If Britain had not opposed, could Napoleon probably have welded Western Europe into a durable state? Would it have been desirable?

CHAPTER XII

The Democratic Movement in Europe, 1815-1848

111. Review sect. 26. Explain and account for the two principal differences between ancient and modern democracy. Contrast the presidential and cabinet systems. Show how the latter is an adaptation of democracy to the forms of monarchy. Is there any advantage in retaining the forms of monarchy? What limits, if any, should be imposed upon the power of the majority? What is a constitution? What is the use of constitutions? Why are so many written constitutions of revolutionary origin?

112. Note the occasion for the Congress of Vienna. Remember the date. Was it a European or a world assemblage? Were the small states represented? Was it wise to include France? Find out something of the character and work of Alexander I, Stein, Metternich, Talleyrand, and Wellington. References for sects. 112, 113, and 114: *Readings in Modern European History*, chap. XXVI.

113 and 114. Review the Peace of Westphalia and the Treaty of Utrecht. See index. Point out three guiding principles of the Congress of Vienna. List the treaty provisions covered by each. Compare Louis XVIII with (1) the other monarchs restored in 1814 and (2) Charles II of England. What two tendencies of the age did the Con-

gress oppose? Show the Austrian influence on the German and Italian settlements. Why would a united Germany not serve Austrian interests? What rule seems to have determined British gains in 1713, 1763, and 1815? Trace the growth of the political map of Europe from 1648 to 1815. Reference: *Historical Outline Maps and Exercises*, XII, Europe after the Congress of Vienna.

115. When was the Age of Metternich? (Sect. 119.) State four main principles of *Metternichismus*. Which states were members of the Concert of Europe? Note its two purposes. Which of these would not at present be considered appropriate for an international organization? What was the attitude of Britain and France toward the practice of intervention? Mention four defects of the Concert. In what instances was the doctrine of intervention successfully applied? Trace the history of the three breaches in the Concert. Reference: *Historical Source Book*, No. 21, Monroe Doctrine.

116. Review sect. 113. What is the period of the restored Bourbon monarchy? Compare the two reigns which compose the period. Was the Revolution of 1830 the work of France or of Paris? What classes took part? What was the attitude of the *bourgeoisie* and the peasants? What kind of government did the revolutionists wish? What kind of government was set up? Why? Reference: *Readings in Modern European History*, sect. 131, The "July Revolution."

117. Review sect. 115. Trace to 1830 the histories of Poland, Belgium, and Holland. (Index references.) Compare the two parts of the Netherlands as to language, religion, and economic life. In which countries did the Revolution of 1830 succeed and in which fail? Note particularly the outcome in Poland and Belgium. What is

the significance of the Revolution of 1830? Briefly characterize the following eighteen years.

118. Review sect. 116. Outline the policy and methods of Louis Philippe. What parties opposed him? Discuss the socialistic phase of the Revolution of 1848 and the economic changes which preceded it. Give four main provisions of the constitution of the Second Republic. Review French constitutional changes since 1789. Suggest three causes for the election of Louis Napoleon to the Presidency. Reference: *Readings in Modern European History*, sect. 132, The "February Revolution."

119. Review sect. 117. What part did France play in nineteenth-century revolutions? Compare the Revolutions of 1830 and 1848 as to scope. In which Hapsburg lands did revolts occur in 1848? In what foreign wars were the Hapsburgs involved? How were they interested in the Frankfort Parliament? Which of the revolutionary movements were merely democratic in motive? Which were also nationalistic? Which aimed at separation? Which at union? Which at both? Account separately for each of the failures. Note their interdependence.

CHAPTER XIII

The National Movement in Europe, 1848-1871

120. Review index references to "city-state", chap. IV (briefly), and sects. 45, 50, and 108. Is every group having its own ideals and purposes a nation? How were ancient empires formed? What medieval institutions perpetuated the traditions of European unity? Show how the Middle Ages were a period of confused loyalties. What conditions

have contributed to the growth of national states? Is nationality a dividing or a uniting force?

121. Review sect. 118. Compare the First and Second French Empires as to origin. How did the former prepare the way for the latter? How long did the Second Empire last? How did Napoleon III retain his power? Was he indeed a "democratic and benevolent despot"? Does he deserve the credit for the prosperity of his reign? What were the motives of his foreign policy? How was he involved in Italian and German affairs? Reference: *Readings in Modern European History*, chap. XXXI.

122. In what two former periods had Italy been great? What caused its decline? Account for its divided condition. What caused the *Risorgimento*? How did the Vienna settlement disappoint Italians? Review Italian revolts between 1815 and 1850. Name three parties of Italian nationalists. Note three ideas of Mazzini. Reference: *Readings in Modern European History*, chap. XXVIII.

123. Review sect. 119. Which one of the three Italian nationalist parties gained the leadership? Why? Name and locate four parts of the kingdom of Sardinia. What aims did Mazzini and Cavour have in common? How did the two men differ in character and ideas? What were the attitudes of England and France toward Italian nationalist aspirations? What were Cavour's motives in having Sardinia enter the Crimean War?

124. Discuss the relative credit deserved by the four founders of Italian unity. Note the beginnings of Franco-Italian friction, which is still growing. What is the origin and meaning of the word "irredentism"? References: *Historical Outline Maps and Exercises*, XIII, Unification of Italy; and *Readings in Modern European History*, chap. XXIX.

125. Review sect. 119. Why was German union so long

delayed? What three services did Napoleon render the cause? Why was the Vienna settlement a twofold disappointment to German patriots and liberals? Why was it natural for Austria to oppose and Prussia to favor a strong union? Review four efforts to unite Germany in 1848-1849. Why did they fail? Was the unionist movement under liberal or conservative leadership before 1850? Under which type of leadership was union finally achieved? Show the importance of the *Zollverein*. Is there any lesson in the *Zollverein* for present-day Europe?

126. Review the history of Prussia. Why was Prussia the natural center of German union? Describe the political situation when Bismarck came to office. What were his ideas as to domestic and foreign policy? Reference for sects. 126 and 127: *Readings in Modern European History*, chap. XXX.

127. What were Bismarck's motives in each of the three Prussian wars preceding the founding of the empire? How did Bismarck isolate Austria? Why was he so moderate in his demands upon Austria? Find out his attitude toward the annexation of Alsace-Lorraine. What is the significance of the fact that he was overridden? What were the effects of events related in this section upon the growth of the Italian kingdom and the constitutional histories of Germany, France, and Austria? Reference: *Historical Outline Maps and Exercises*, XIV, Unification of Germany.

CHAPTER XIV

The United Kingdom and the British Empire

128. Contrast the Tory and Whig parties as to composition and principles. Trace the history of British parties from the beginning of the Hanover period to 1830. Ex-

plain four undemocratic features of the British Constitution in the early nineteenth century. Show how the history of the First Reform Act illustrates British methods of government. What two reforms were accomplished by the Act? Show its effect upon the relative power of (1) social classes and (2) political parties.

129. Characterize British politics in the generation after 1832. Study by means of index the reforms of the period. Why did the Chartists desire secret voting and payment of members of Parliament? How were the Chartists' demands looked upon? How would we regard them now? Compare the ideas and careers of Gladstone and Disraeli. Trace the history of the Second Reform Act. How did it affect the political power of social classes? References: *Historical Source Book*, No. 22, Chartist Petition; and *Readings in Modern European History*, sects. 158, Disraeli, and 159, Gladstone.

130. Explain Disraeli's disappointment regarding the Second Reform Act. What was the principal provision of the Third Reform Act? Under what circumstances was the suffrage granted to women? Reference: *Readings in Modern European History*, sects. 160, Lord Salisbury, 161, Lord Rosebery, and 162, Arthur James Balfour.

131. Explain two uses of the monarchy. Why cannot our Presidency serve the same purposes? Contrast fully the houses of Parliament and the corresponding houses of our Congress. Suggest two advantages of the custom of permitting parliamentary districts to choose outsiders to represent them. Explain fully the Cabinet system and compare it with the Presidential system. Discuss the relative merits of the two systems.

132. Explain the former grievances of the Irish against the English. How were the land and religious problems

settled? What difficulties retarded the solution of the political problem? Trace the history of the Irish agitation for Home Rule, showing methods, aims, and results in each stage. Find out how Irishmen are now divided on political issues. Present sympathetically the Irish, British, and Ulster viewpoints.

133. Review sects. 82, 83, 84, 86, and 114. Account for Britain's great lead in the race for colonies. Explain two effects of the scattered Empire upon the British policy. Account for the diversity of government. Classify the possessions with regard to their relation to Great Britain. Name and locate six self-governing dominions. How do they differ in population and geography from other parts of the Empire? Note their common governmental features. References: *Historical Outline Maps and Exercises*, XV, Expansion and Organization of the British Empire; and *Historical Source Book*, No. 23, Durham Report.

CHAPTER XV

The Continental Countries

134. Review sects. 121 and 127. Trace the constitutional changes in France since 1789. What great event caused the establishment of the Third Republic? Show how circumstances influenced the character of the constitution. Suggest the advantages and disadvantages of "interpellation" of ministers. Account for the frequency of ministerial crises. What two conditions lessen the importance of these changes? In what two regions are the most extensive French colonies? Why has France no self-governing dominions? Reference: *Readings in Modern European History*, chap. XXXII.

135. Review sects. 122, 123, 124, 63, 64, 108, 113, and

117. Explain the attitude of the Papacy toward the kingdom of Italy. Why are Italian colonies expensive luxuries? Briefly characterize Spanish history (1) in the Middle Ages, (2) in early modern times, (3) in the seventeenth and eighteenth centuries, and (4) during the nineteenth century. Trace the loss of the Spanish colonies. Find out the important recent changes in Italian and Spanish government. Recall Portugal's greatest achievement and her colonial losses. Where are her largest remaining colonies? What form of government has she? Note the type of government, the languages, and the religion of Belgium. Of what value is her colony?

136. How does the political development of the minor Teutonic states differ from that of the Latin countries? Which of the Teutonic states are without colonies? When were Holland and Sweden at the height of their power? Trace the losses of Holland, Denmark, and Sweden. Compare the Swiss constitution with our own. Why have the Swiss clung to direct democracy? How have they adapted it to large communities?

137. Review sects. 125, 126, and 127. How did the methods used by Bismarck to unite Germany affect the character of the German Empire. How did imperial Germany rank in industry, commerce, and intellectual achievement? Point out the undemocratic features of both the imperial and the Prussian constitutions. (Outline.)

138. Review sects. 115, 119, 124, and 127. Review the causes for the failure of the revolutions of 1848-1849 in the Hapsburg lands. Characterize Austrian policy immediately thereafter. Describe the *Augsleich* and show why it was a makeshift. By comparing the maps facing pp. 650 and 730, locate the various nationalities in Austria-Hungary. In what spirit did the Magyars rule subject

nationalities in Hungary? Find out whether or not the Germans continued to dominate Austria? Why did Austria-Hungary survive so long in spite of difficulties?

139. Review index references to Russia. How did the Byzantines, the Swedes, and the Mongols affect Russian history? Account for the size, the backwardness, and the aristocracy of Russia. Locate the subject nationalities. Of the last five tsars, how many were liberally inclined? Why did they not continue liberal? Show the political significance of the Industrial Revolution in Russia. How did repression influence the character of the opposition? Could Nihilism flourish under free discussion? Reference: *Readings in Modern European History*, chap. XXXV.

140. Review chap. III (briefly) and sects. 46, 49, and 76. Account for the cultural and economic decline of the Balkan Peninsula in modern times. What general change occurred in the Balkan political map between 1683 and 1914? (Pp. 366 and 666.) How did nineteenth-century nationalism affect Balkan history? On what occasions have the native states undone settlements made by the European Concert? Show how Balkan affairs have influenced the foreign policies and groupings of the Great Powers. (See also sects. 174, 175, and 177). On what occasions have the Balkan states threatened or disturbed the peace of Europe? Reference: *Historical Outline Maps and Exercises*, XVI, Dismemberment of Turkey and the Rise of the Balkan States.

CHAPTER XVI

Colonial Expansion and World Politics

141. Review sects. 64, 80, 81, 111, 120, and 154. Account for the decline of imperialism in the eighteenth

century and its revival in the nineteenth (pp. 442, 467, 581, and 621). Comment on the location of the great colonizing powers. What is the relation of imperialism to the peace problem? Discuss the good and evil of imperialism. Would freedom of trade and migration lessen the evil?

142. Review sect. 63. Why was Africa, the home of the earliest civilization, the last of the continents to be explored? What was the period of exploration? Note the general regions covered by the great explorers. What were the three important motives of exploration? Discuss the distribution of races in Africa. Reference: *Readings in Modern European History*, chap. XXXVI.

143. Why did the partition of Africa progress so rapidly? Discuss the relative extent and value of the African holdings of European Powers. Indicate the general regions in which each Power is mainly interested. Find out the nature of British interest in the Nile. Why is Egypt otherwise important to Britain? Sketch the history of South Africa. Look up the party situation there. Reference: *Historical Outline Maps and Exercises*, XVII, Exploration and Partition of Africa.

144. Summarize the relation between Asia and Europe in (1) ancient, (2) medieval, and (3) modern times. What three European Powers have the greatest possessions on the Asiatic mainland? Indicate the general regions held by each. When did Russia expand across Asia? What international complications resulted? Compare the Anglo-French agreement of 1896 and the Anglo-Russian settlement of 1907. Show the general international importance of the two agreements.

145. Review sect. 82. What conditions have made British expansion in India inevitable? In what three respects are the peoples of India divided? Find out some-

thing of the attitude of various groups of public men in India toward British rule.

146. Locate (1) China proper, (2) other parts of the republic, and (3) countries having related civilization. Look up the influence of Confucianism upon Chinese life. Was China stationary or merely conservative? When and how was isolation ended? Locate the annexations. What were the causes and results of the Boxer uprising? What lesson did the Chinese learn from Japan's victories in two wars? Continue the story of China to date.

147. Review sect. 134. Compare the Japanese with the Chinese. How and when was Japanese isolation ended? In what respect is the Japanese Revolution unique? Do Japanese and white people have equal opportunity in undeveloped countries? Show the influence of physical geography, numbers, and the modern economic system on Japan's foreign policy. Suggest the cause for the Anglo-Japanese Alliance. Reference: *Readings in Modern European History*, XXXVII, Japan Old and New.

148. Which states have lost part or all of their possessions in Oceania? Which states have the most extensive possessions? Of what value are the islands? Reference: *Historical Outline Maps and Exercises*, XVIII, The European Advance in Asia.

149. Account for the lateness of the settlement of Australia and New Zealand. Why are they suitable homes for European civilization? Note the prevailing types of economic life. Is manufacturing likely to develop extensively in either country? Compare the constitution of Australia with that of the United States.

150. Review sect. 83. When and by what nationality was Canada first settled? On what occasion did Great Britain secure it? What is the relation of Canadian history

to the American Revolution and the War of 1812? Summarize the Durham Report. Show its importance for the history of the British Empire. Compare the Canadian and the American forms of government. In what respect is the former more like the British system? Is Canada likely to become as populous as our country?

151. Review sect. 115. What is included in Latin America? What part is Portuguese? Why is the Indian element in the population so large? How does the population of the West Indies differ from that of the mainland? How was the establishment of Latin-American independence related to European international history? Account for the political instability and economic backwardness of Latin America. Why are Chile, Argentina, and Uruguay the most prosperous and best governed? Note the principal political and social issues in Mexico.

152. Review sects. 84 and 85. Trace the territorial expansion of the United States. How did our earlier expansion differ from that since 1898? Are the regions acquired since then likely to become states? How does our possession of Far Eastern territories affect our relations with Europe? What changes of conditions have made Latin America less friendly to the Monroe Doctrine?

153. Review sects. 63 and 86. Which of the explorations mentioned seem most important scientifically, economically, and politically? Which unexplored regions would be most worth exploring?

CHAPTER XVII

The Industrial Revolution

154. Review sects. 111, 120, and 141. What is the Industrial Revolution? How long has it been going on?

Where did it originate? Show how it encouraged colonial expansion, democracy, and nationalism.

155. Does the rapid succession of inventions since 1760 show a sudden improvement in natural intelligence? Can we rightly assume that nations which have done little inventing recently are inferior in capacity?

156. Distinguish between the guild, domestic, and factory systems. Account for the changes. Show the relations between (1) "overhead expense," (2) machinery, (3) division of labor, and (4) large scale production. Reference: *Historical Outline Maps and Exercises*, XIX, Economic Europe.

157. Show how factories caused improvements in transportation. Note important changes made during each generation since 1770.

158. Note important improvements in communication made in each generation since 1830. How were they related to the political trend? Could republics as large as ours have been a success in the eighteenth century? Are local dialects or separate national languages likely to develop in Anglo-Saxon countries?

159. Review sects. 58, 80, 91, and 129. What services are rendered by banks and insurance companies? Why has the dollar depreciated since 1896? What are the disadvantages of changes in the value of money? Why was silver demonetized? Why was the United States naturally a debtor country in the last century? Show the relation of the Industrial Revolution and the development of new countries to financial crises. Account for the growth and temporary decline of free trade. References: *Historical Outline Maps and Exercises*, XX, Population, Occupations, and Commerce; and *Historical Source Book*, No. 25, Declaration of Paris.

160. Review sects. 54, 55, and 101. Why is it possible for the earth to support a greatly increased population? Show the opposite effects of the inventions upon the size of city and country populations. How do gasoline, steam, and electricity affect the demand for agricultural land? Discuss from the social viewpoint the relative merits of large and small holdings.

161. Review sects. 57 and 156. Explain the causes of the decline of guilds and the growth of trade unions. Trace the change in the legal status of unions in Great Britain. Compare British and Continental union methods.

162. Explain the detrimental effects of the inventions upon labor. Criticize the *laissez-faire* theory as applied to labor. Suggest the connection between labor legislation and the growth of political democracy. Is the principle of old-age and unemployment insurance sound?

163. Note the causes and period of the *laissez-faire* movement. What caused the reaction? What three phases of this reaction have we studied? Compare Continental Europe and the Anglo-Saxon countries with regard to state ownership. What was the relation of the democratic movement to the destruction of the old paternalism and the creation of the new? Show that the arguments for and against public ownership do not apply equally to all businesses.

164. Review sect. 118. State three basic principles of socialism. How does it differ from anarchism? Show the historical relation of socialism to the French and Industrial Revolutions. From what social class did the three great socialists here mentioned spring? How did their ideas differ? Why did the Social Democratic Party become so strong in Germany?

165. What changes have occurred during the last

hundred and fifty years in (1) the world's total population, (2) its total wealth; (3) its wealth per capita, and (4) the distribution of capital. Does the concentration of capital retard the common man? How does it affect the problem of social stability? Has the lot of the common man been improved by the Industrial Revolution?

CHAPTER XVIII

Modern Civilization

166. Review sect. 157. Is the growing tendency toward uniformity of civilization altogether beneficial? Why did the French Revolutionists prefer our present style of male attire? What effective means are left for the display of wealth? Why are artificial languages never widely adopted? Why is the English the most likely international language of the future? Try to define "the international mind." How does a humanitarian morality differ from the old tribal kind of ethics? What manifestation of the former are discussed in the remaining sections of this chapter?

167. Review sects. 55, 108, 139, 164, and 165. Account for the rapid disappearance of slavery in the nineteenth century. How do the older and newer penal codes differ in principle? Contrast earlier and later conceptions of insanity. How old is the American temperance movement? Why did the South and West lead in prohibition? What characteristics and conditions of contemporary civilization are suggested by the Salvation Army, the Red Cross, the Y. M. C. A., and Associated Charities?

168. Show the influence of the Industrial Revolution on the emancipation of women and children. What is the Roman Catholic view of marriage and divorce? Are

France and adjacent countries typically Catholic in this aspect?

169. Show how the Reformation, the French Revolution, and the Industrial Revolution have contributed to the formation of the democratic educational ideal. Is universal secondary education of an academic sort desirable? Compare (1) the United States (2) Western Europe, and (3) Eastern Europe with regard to educational conditions and programs.

170. Review sects. 15, 22, 32, 40, 51, 52, 53, 66, 67, 68, 69, and 90. Explain the anti-clerical disposition of republicanism in Europe and of nationalism everywhere. Is anti-clericalism tolerant? Study the relation of church and state in contemporary Turkey, Mexico, and Italy. Find out something of the history and beliefs of the new sects mentioned. Why is the historical importance of modern missions not to be judged by converts? Show the relation of missions to imperialism.

171. Review sects. 92 and 162. Review index references to "science." A scientific discovery or idea may (1) increase wealth, (2) improve health, or (3) explain nature, and make the world more interesting. Discuss the importance of the achievements here mentioned from these three viewpoints. Which motive seemed most to influence the Greeks? Which is probably the dominant one at present?

172. Review sects. 27, 61, 62, 91, 93, and 94. Why is it no longer necessary to pension writers? Find the derivation of "science," "philosophy," "sociology," and "anthropology." Examine books on the last two to find the kind of subjects they discuss. How are they related to history? Find out something about the life, books, and ideas of Tolstoy and Goethe. How does the history of an author's time help one to enjoy his books?

173. When did the secularization of art begin? Note the influence of that tendency in the various arts. Explain and illustrate the classical, the romantic, and the realistic ideals in art. Show how architecture as it came from the Greeks, has been broadened by the Romans, and by medieval and modern peoples.

CHAPTER XIX

International Relations, 1871–1914

174. Review sects. 122 to 127 inclusive, and 135, 137, 138, and 140. Show how the wars of 1866, 1870, and 1878 each changed Bismarck's foreign policy. Was his refusal to divide the Hapsburg Empire in 1866 wise? Did he act wisely in yielding to the desire to annex Alsace-Lorraine? Would it have been wiser to favor Russia rather than Austria in 1878? Was his plan feasible to guarantee Austria against Russia and at the same time to back Russia in the Balkans? Why did Italy join Germany and Austria? Was Bismarck's reliance on Italy justifiable? Reference: *Readings in Modern European History*, chap. XXXIII.

175. Review chap. XIV and sects. 134, 139, and 142 to 147 inclusive. Note the conditions which made Great Britain friendly to Germany and Italy in Bismarck's time. Note the obstacles to Anglo-French and Anglo-Prussian *rapprochement*. What were the difficulties in the way of Franco-Russian friendship? Explain the causes for the "diplomatic revolution" referred to. Was Germany's charge of an "encirclement policy" on the part of her rivals justifiable? Was Bismarck or William II responsible for German misfortunes?

176. Review chap. XVI. Account for the great inequality of the two groups of states as regards colonies. What hardships did the states of the Triple Alliance suffer or anticipate as a result? How did this inequality affect the relations between the two groups?

177. Review sect. 140. Account for the changes in the British and German Balkan policies. Why did the British and Russians resent German domination of Turkey? Why did the French and British feel that they were threatened by the Kaiser's proclamation of friendship for Mohammedans generally? Point out the respective advantages in the Balkans of Russia and of the Central Powers. Show how events in the Balkans from 1903 to 1914 affected the rivalry between the two groups of powers.

178. Review sects. 120, 141, and 166. Imagine yourself by turns a Frenchman, German, Britisher, Austrian, Serbian, and Russian in 1913 and express in each case your country's view on preparedness. Note three principal factors in the increased cost of defense. Why did the proposal for armament reduction by agreement come from Russia? What was the most valuable accomplishment of the Hague Conferences? Are international rules about weapons and methods of fighting likely to be obeyed? Reference: *Historical Source Book*, No. 28, Peace Circular of Nicholas II.

179. Did the accomplishments and civilization of the Germans justify their pride? Do Americans commonly believe their own civilization to be superior to that of other peoples? What conditions in the early history of Prussia account for Prussian militaristic traditions? Does modern European history justify the German feeling of insecurity before 1914? Reference: *Historical Outline Maps and Exercises*, XXI, Europe in 1914.

CHAPTER XX

The World War, 1914-1918

180. Review sect. 177 and p. 428. What European crises have arisen in the Balkan Peninsula? Find out whether or not Germany tried to restrain Austria. Did Russia believe that Germany did so? Could Germany have safely permitted general mobilization of the Russian army? How was France involved? Why did Germany send troops through Belgium? Why was Belgium bound by treaty to oppose the Germans? Could Great Britain safely and honorably have remained neutral? Reference: *Readings in Modern European History*, chap. XXXVIII.

181 and 182. Make a table representing the western and eastern fronts by vertical columns and the five years of the War each by a horizontal tier. Leave space for a third and a fourth column to be filled in later. Show the principal events in the proper columns and tiers. Reference: *Readings in Modern European History*, chap. XXXIX.

183. Why is it probable that the adhesion of Turkey to the Central Powers and the Allies' failure at the Dardanelles greatly prolonged the war? Account for the reluctance of Bulgaria, Rumania, and Greece to take sides. Of what value was Bulgaria to Germany? How did the entrance of Rumania affect the struggle? How did Italy justify her refusal to help her former allies? Show her real motives for joining the other side. Compare the territories controlled by Germany in 1917 with those under Napoleon's power in 1812. To your chronological table add columns for Italian and Balkan events.

184. Show the importance of sea power in the War. Why did Japan enter? Did religion or nationality and race prove the stronger bond among Mohammedans? Compare

the English and the German violations of international law. Were neutral rights respected in either the Napoleonic Wars or the World War? Are they likely to be respected in a war between several great powers? Add a column to your chronological table for events outside Europe.

185. Review sects. 107 and 152. Give three of Wilson's reasons for neutrality. Compare the conditions of 1914–1917 with those which twice involved us in the French Revolutionary and Napoleonic wars. Are we likely to find it easier to remain aloof in the future? Classify our preparatory war measures under four heads. What two important changes in the conduct of the war were made at the insistence of our Government? Insert events in the proper columns and tiers of your chronological chart. Reference: *Readings in Modern European History*, chaps. XLI and XLII.

186. Review sect. 139. Compare the circumstances of the Russian revolt of 1905–1906 with those of the Revolution of 1917. Would a "peace without annexations and indemnities" have been better for Europe? Was the Treaty of Brest-Litovsk an unjustifiable surrender on the part of the Soviet government? Insert events in proper year and column of your chronological table. Reference: *Readings in Modern European History*, chap. XL.

187. Compare the Pope's proposals, Lloyd George's statement of aims, and Wilson's "Fourteen Points." Discuss the merits as to substance and expression of each point. Reference: *Historical Source Book*, No. 31, Wilson's Fourteen Points.

188. Why had the Allies not united their commands earlier? At whose insistence did they do so? How did Wilson's peace program help to destroy the fighting power of Germany? Enumerate in time order the eight most

important events of 1918. Insert them in their proper places in your chronological table.

CHAPTER XXI

The World Settlement, 1919-1920

189. Review treaties of Westphalia, Utrecht, Vienna, Paris (1856), and Berlin. Review the great peace congresses. Show the obligation of the Conference of 1919 to adhere to Wilson's program. Was the exclusion of Germany from the deliberations justifiable? Were the decisions "openly arrived at"? Were open negotiations feasible? Are private conference and secret treaties equally undesirable? What political motives contributed to the defeat of the Versailles Treaty in America? References: *Historical Outline Maps and Exercises*, XXII-a, Europe at the Time of the Peace Conference of Paris; *Readings in Modern European History*, chap. XLIII.

190. Review sect. 127. Examine a copy of the Versailles Treaty, observing its size and detail. Discuss the historical background of the German boundary changes. Present the cases for and against the "Danzig Corridor." How was the distribution of the German colonies determined? Were the reparation terms a fair interpretation of the Armistice agreement? Is continued German disarmament conditional upon general disarmament?

191. Review sect. 138. What states have been made wholly out of Austrian territory? What neighboring states have profited territorially at the expense of the Dual Monarchy? Contrast the treatment of Austria and Bulgaria with that of Poland. Were the treaties of St. Germain and Neuilly in accord with the "Fourteen Points"?

192. Review sects. 140 and 183. What possessions of Turkey were permanently lost as a result of the war? What disposition was made of each? Explain Britain's interest in the former Turkish lands under her control. Note the main difficulty of the Zionists. What places and rights were recovered by the Turks at Lausanne? What enabled them to retain their European foothold? On what former occasions were the Turks similarly favored by circumstances? Is nationalism or pan-Islam the more powerful in Turkey? Are the two movements harmonious or antagonistic?

193. Observe on the map the line of new European states. Comment on the significance of its location. References: *Historical Outline Maps and Exercises*, XXII-b, Europe after the Peace Conference of Paris, 1919-1920; and *Historical Source Book*, No. 32, Declaration of Independence of the Czecho-Slovak Nation.

194. Review sect. 194. Compare the circumstances which attended the founding of the three largest existing republics of Europe. Point out three important differences between the present republican and the old imperial constitutions of Germany. What characteristics of the old constitution are retained? Distinguish between the branches of post-war Socialists. Why are they so hostile toward each other? Why has the Republic had such a difficult struggle for life?

195. Distinguish between the Union of Soviet Socialist Republics and the Russian Socialist Federated Soviet Republic. Name and locate the constituent parts of the former. Account for the decisive defeat of the anti-Bolshevists. In what respect are the Bolsheviks opposed to democracy? Why are the Bolsheviks so opposed to the League of Nations? What change is taking place in Bolshevik economic policy?

196. Explain "self-determination." Note inequalities in application of the principle in the Peace of Paris. Explain the "Balkanization of Europe." Show the economic disadvantages of the same. Suggest benefits which may result from the economic and military insufficiency of the small new states. Account for the violent reaction against the post-war democratic tendency. Is it likely to be permanent? Look up the origin and principles of Fascism. Account for the predominance of France upon the Continent just after the war. Indicate the French foreign policy then. How has it changed since 1924?

CHAPTER XXII

The World To-day

197. Why has warfare grown so much more destructive than formerly? Explain the permanent effect of war upon the race. In what three ways was the war financed? Explain the deflation of currency and its unfortunate consequences. About how long, according to the debt-funding agreements, will the Allies continue to pay money to the United States government? According to what principles were the amounts determined which are to be paid?

198. Why is it becoming almost impossible to localize war? Why is modern warfare properly described as "suicidal"?

199. Trace the history of the compromise between Christianity and war. In what sense was the Protestant Reformation an expression of growing nationalism? What circumstances gave rise to international law? What change has occurred in the scope of international law? International law has hitherto assumed absolute sover-

eignty and equality of national states. Is this assumption reconcilable with international peace?

200. How did the Concert of Europe differ from the League of Nations? Reference: *Historical Source Book*, No. 29, Final Act of the First Hague Peace Conference.

201. Describe the organization and work of the League Assembly and Council. Show how the structure of the Council reconciles the interests of the large and small states. Find out how the temporary members are chosen. Of what importance is Germany's entrance? How is the Locarno agreement related to the League? Explain the provisions for preventing war. Under what circumstances may members war upon each other without violating the Covenant? Suggest the reason for this provision. Explain the purposes of the registration of treaties, the mandatory system, and the League's work under the minorities treaties. Note three other kinds of international co-operation under the auspices of the League. Reference: *Historical Source Book*, No. 33, Covenant of the League of Nations.

202. What is the difference between arbitration and judicial settlement of disputes? How does the "World Court" differ from the Hague Tribunal? Is either an adequate substitute for the other? What is the provision regarding compulsory jurisdiction? How can this court assist in the development of international law?

203. Name the nine states represented at the Washington Conference, the signers of the Four-power Pact, and the signers of the Five-power Pact. How was each of these three groups determined? Explain five accomplishments of the Washington Conference. What disarmament problems remain unsolved? Why is the problem of land disarmament so much more difficult than that of naval

limitations? Make a list of factors to be included in determining the relative armament needs of countries.

204. Show the relation of imperialism to international war. Were the colonial transfers made by the Peace of Paris, in the interests of permanent peace? Which great power besides Germany is inadequately supplied with colonies? Comment on its present international attitude and behavior. Why is European imperialism likely to wane? Note steps in the growth of Japanese and American imperialism. What conditions make these powers imperialistic?

HISTORY OF THE MODERN WORLD

CHAPTER I

The Beginnings of History

1. Why is the introduction of writing among a people considered the beginning of its history? How can we know something of prehistory? Present the evidence indicating the great length of the prehistoric period of human life compared to the historic period, and the very gradual growth of prehistoric culture. Discuss the importance of the total contribution of prehistoric man to civilization. Why are we prone to underestimate it?
2. Locate the original centers of civilization. Note the common geographical features which seem to account for the origin of civilization in those places.
3. What region was probably the original home of mankind? Define "race." Indicate the distribution of the three primary races at the dawn of history. What principal changes have since occurred? Name the three families of languages spoken by people of the White Race. To which does our language belong? To which does Hebrew belong? Indicate the distribution of the three families at the dawn of history.
4. Discuss the historically significant differences between the geography of Asia and that of Europe. Of the original centers of civilization, which ones are in Asia? Indicate the distribution of races in Asia.
5. What regions are included in the Far East? Why has the Far East exerted until recently so little influence on

Europe and Western Asia? Which countries have obtained their civilization from China? Account for the stability of the old China. Find out something of the teachings of Confucius. Name the two principal racial elements in the North Indian population. Explain the probable origin of the caste system. Find out something of the basic ideas of the two great religions which originated in India. What contacts did ancient India have with the countries to the west.

6. What regions are included in the Near East? How old is civilization there? Of what importance is that civilization for world history? How were the various Near Eastern civilizations fused into one? Define: city-state, empire, kingdom, tribe. In what order did these forms of political societies develop? Name five important economic achievements of the Near East. What were its greatest religious, moral, and intellectual contributions? Note the four principal defects of ancient Near-Eastern civilization. Reference: *Readings in Early European History*, chaps. I and II.

CHAPTER II

Ancient Times in Europe

7. Review sects. 3 and 4. Comment on the size of Europe relative to its historical importance. What are the differences between the conditions which helped to originate civilization and those which seem to favor its most vigorous growth? Describe and locate the three racial types in Europe. Name and locate five European branches of the Indo-European language family. Name and locate some languages of Europe which are not Indo-European.

8. What parts of Europe were civilized in ancient times? Note the basis of citizenship in Greek city-states. Describe the government of a typical city-state at the dawn of Greek history. Define monarchy, aristocracy, tyranny, and democracy. Account for the failure of the Greeks to unite. Where did they colonize? Why were their colonies historically important? References: *Historical Outline Maps and Exercises*, I, Greek Expansion in the Mediterranean; and *Readings in Early European History*, chaps. III to VII inclusive.

9. Locate Athens. Compare Athenian and modern democracy. Why did not Athens govern her empire democratically? Could the Greeks have united and kept their democracy? Was slavery essential to their high civilization? Study pictures of Greek sculpture and buildings and point out their merits. Compare Greek and modern drama. What other kinds of literature flourished in Athens? Is it an accident that the most intellectual Greek city was also the most commercial and democratic? References: *Historical Outline Maps and Exercises*, II, Athenian Empire and the Peloponnesian War; *Readings in Early European History*, chaps. VIII to XI inclusive.

10. Why were the Greeks unable to defend themselves against the Macedonians? Where did the Macedonians live? What was the great accomplishment of Alexander the Great? How many centuries before Christ did he live? What parts of the world were included in his empire? What became of it? What is the importance of the Alexandrian conquests in the history of civilization? Explain the following terms: Græco-Oriental World, Hellenistic cities, cosmopolitanism. Why was Alexandria typically Hellenistic? Reference: *Readings in Early European History*, chaps. XII and XIII.

11. Review sect. 8. Why did history begin later in Italy than in Greece? Compare the early constitutional history of Italy with that of the Greek cities. How was Italy united? In what three ways did Rome unite Italy to her? Indicate the extent of the Roman conquests in the republican period. How did Rome's government of the provinces differ from her treatment of Italy? Explain the causes for the constitutional change in the Roman world about a generation before Christ. Why did ancient governments tend to become autocratic as they expanded? Reference: *Readings in Early European History*, chaps. XIV to XVIII inclusive.

12. Review sect. 10. Indicate the duration of the regal, the republican, and the imperial periods in centuries. Compare provincial government during the Republic with that during the Empire. Account for the difference. Discuss the extent, duration, and basis of the Roman power. Note on the map the three civilizations in the Empire. Why did the West take more willingly to Roman civilization? Account for the steady improvement in Roman law. Discuss the historical importance of Roman law. What modern languages are derived mainly from the Latin? Explain the saying that "captive Greece captured her conqueror rude." References: *Historical Outline Maps and Exercises*, III, Expansion of Rome over the Mediterranean and the Formation of the Roman Empire; and *Readings in Early European History*, chaps. XIX to XXII inclusive.

13. When did the Roman Empire decline? In what two ways is the expression "fall of Rome" misleading? State the external and internal causes for the "fall." Describe the religious situation in the Empire at the beginning of the Christian era.

14. Review pp. 21-22 and sects. 10 and 12. Where and in what period of history did Christianity arise? Show the relation of Christianity to Judaism. About how long did it take Christianity to become the chief religion of the Empire? What conditions favored its spread? Why did the imperial government persecute the Christians? What was the effect of the persecutions on the progress of the faith?

15. In what stage of development were the Germans in the fourth century? Did their cultural development indicate a native inferiority as compared with Romans, Greeks, and Jews? Discuss the fundamental cause of the invasions. Why were the Frankish and Anglo-Saxon kingdoms more lasting than other German kingdoms on Roman soil? What was the immediate effect of the invasions upon civilization? Was the ultimate net effect detrimental or beneficial? Reference: *Readings in Early European History*, chap. XXIII.

CHAPTER III

Medieval Times in Europe

16. Why does the term "medieval" apply only to Western Europe? What events mark the beginning and end of the Middle Ages? Compare the early and later Middle Ages. When did Charlemagne and Otto I live? Show the effect upon Germany and Italy of the effort to keep alive the imperial tradition. Where did the Northmen come from? What countries did they invade and colonize? What was the effect of their invasions? References: *Historical Outline Maps and Exercises*, IV, Revival of the Roman Empire in the West; and *Readings in*

Early European History, chaps. XXIV and XXV and XXIX to XXXII inclusive.

17. Explain the fundamental cause of the rise of feudalism. Describe the feudal system of land tenure. In what three different ways did the relationship of lord and vassal originate? What is the significance of the map on page 77? What can be said for and against feudalism as a system of government? Why are castles and armored horsemen appropriate symbols of the feudal system? How was private warfare abolished? Distinguish between knighthood and chivalry. Discuss the ideals and the shortcomings of chivalry.

18. Review sect. 14. Why does the Church deserve special consideration in medieval history? Note the two great unifying forces in medieval Europe (pp. 71-72). How did the Pope's temporal sovereignty about Rome strengthen his universal spiritual leadership? Trace the development of monasticism. Describe the life of the Benedictine monks. Show the importance of monasticism in the history of civilization. How did the friars differ from the earlier monks? Discuss the work of the church in the interest of peace, charity, freedom, and democracy. Reference: *Readings in Early European History*, chaps. XXVI to XXVIII inclusive and XXXIII to XXXVI inclusive.

19. Review sect. 17. Carefully describe the manorial system of land tenure and use. Discuss its advantages and disadvantages. What is meant by the self-sufficiency of a medieval village? How did it influence the life of peasants? Explain the difference between slaves, serfs, and free peasants. Account for the origin and decline of serfdom.

20. Account for the decline of cities at the beginning of the Middle Ages. What caused the civic revival in the

later Middle Ages? How did the cities secure their independence of the feudal nobles? How did the cities of Italy and Germany differ in political condition from those of England, France, and Spain? Discuss the purpose and activities of the guilds. What can you say for and against the medieval attitude toward competition? Criticize the medieval doctrine of the wrongfulness of interest-taking. What are the historic causes of anti-Jewish prejudice?

21. Review sect. 17. What national states became well developed in the Middle Ages? What prevented the growth of national states in Italy and Germany? In southeastern Europe? In eastern Europe? (pp. 72-73.) What two important processes were going on in Spain throughout the Middle Ages? Explain the attitudes of the following elements toward each other: (1) king, (2) feudal nobles, (3) cities, (4) Church. What valuable service was rendered by monarchy during the Middle Ages? References: *Historical Source Book*, No. 1, The Great Charter, and No. 2, Confirmation of the Charters; and *Readings in Early European History*, chaps. XXXVII to XXXIX inclusive.

22. Review sects. 15 and 20. Account for the decline and revival of culture in the Middle Ages. State the problem of the Gothic cathedral builders and show how they solved it. Why was medieval education controlled by the clergy? Show how the guilds influenced university organization. Account for the medieval use of Latin for writing and of local dialects in daily speech. What conditions of the later Middle Ages favored the substitution of national languages for both? Name five Romanic and five Teutonic languages. Show the position of English relative to both linguistic families. Reference: *Readings in Early European History*, chaps. XL and XLI.

CHAPTER IV

The Transition to the Modern World

23. Review sects. 9 and 12. To what period does the name "Renaissance" apply? Why is it so called? Account for the origin of the Renaissance in Italy. Show the special importance of each of the three humanists here mentioned. Show how the Renaissance at first hindered and later encouraged the use of the national vernaculars for literature. Reference: *Readings in Early European History*, chaps. XLII and XLIII.

24. Explain the change in scientific method. Show how Copernicus diminished man's sense of his own importance. Show how Galileo confirmed and Kepler elaborated the Copernican theory. How does this section illustrate the international character of science? Show how three Renaissance inventions affected world history.

25. Use questions and references for sect. 63 of *World History*.

26. Indicate in a general way the extent of the Spanish and Portuguese colonial empires. In which regions do the Spanish and the Portuguese language and customs still prevail. Characterize the colonial policies of these two countries and show why they were unwise. Note the part played by Italians in exploration. Why did not Italy send out expeditions in her own behalf? Why did the English and French so long ignore the Americas? Comment on "the fortunate errors" of the explorers and early geographers. Reference: *Historical Outline Maps and Exercises*, V, Portuguese and Spanish Colonial Empires.

27. Systematically outline the effects of the discoveries upon Europe.

28. Review sects. 14, 18, 21, and 23. What was the Reformation? In which half century did it occur? Why were the Church and extreme nationalism naturally in conflict? Note and illustrate the selfish causes of the Reformation. Show why the Reformation was both a reaction against the Renaissance and a continuation of it. Be able to tell a connected story of the career of Luther. Why has Protestantism divided into more and more sects? In what countries did Protestantism become dominant? Indicate the extent of the three principal early branches of Protestantism. How did these branches differ? Note six methods used by the Catholics to counteract the Reformation. Reference: *Readings in Early European History*, chap. XLVI.

29. Note approximately the period of the religious wars. What countries were ruled by the Hapsburg family at its height? Show how Hapsburg interests were a principal issue in most of the religious wars. What countries did most to check Hapsburg domination of Europe? Did national or religious interests determine French conduct in the Thirty Years' War? Compare the Peace of Augsburg, the Edict of Nantes, and the religious terms of the Peace of Westphalia. Note the territorial readjustments made at Westphalia. How did the Thirty Years' War affect the power of the emperor in Germany? Reference: *Readings in Early European History*, chap. XLVII.

30. What were the four European regions in 1648? Account for the divided condition of Central Europe and the backwardness of Eastern Europe. How did the Reformation influence political theory? Reference: *Historical Outline Maps and Exercises*, VI, Europe at the End of the Thirty Years' War.

CHAPTER V

Constitutional Monarchy in England,
1603-1714

31. Note the century of Stuart reigns. How old was the English parliament in 1603? How had recent kings dealt with it? Why was James I's position difficult? What were the Puritan ideas on morals, government, church service, and church organization? Why did the king oppose Puritanism? Account for Charles I's break with Parliament. Was the Petition of Right meant to protect the power of Parliament or individual rights? Note the causes for the "great migration" to New England. How was the period of "personal rule" ended? What colonies had England planted in America? Reference: *Historical Source Book*, No. 4, Petition of Right.

32. Give a graphic account of Charles I's visit to the Commons. Show its importance. Note the time of the Puritan Revolution and contemporary events on the Continent. Account for the victory of the Parliamentarians. How did the Presbyterians and Independents after Naseby differ in political aims? How was the controversy settled? Why did Englishmen show so little respect for authority? Discuss the justice and wisdom of the execution of Charles. Reference: *Readings in Modern European History*, chap. I.

33. What was the real weakness of the Commonwealth? Why did not Cromwell punish Scotland as he did Ireland? Of what historical importance was his treatment of the Irish? In what two respects did the "Rump" not represent the people? Account for Cromwell's failure to have a new parliament elected in the regular manner. How did the

constitution of the Protectorate differ from that of the Commonwealth? When and how was the period of irregular government brought to an end? How long had it lasted? References: *Historical Source Book*, No. 6, *Instrument of Government*; and *Readings in Modern European History*, chap. II.

34. What does the Restoration period stand for in morals, religion, and politics? Suggest the relation between frequent parliaments and the origin of political parties. How did the parties differ? Explain the use of the writ of *Habeas Corpus*. Show how James II tried to accomplish a worthy end in an unworthy manner. How was the Revolution of 1688 related to the Puritan Revolution? Find the provisions in our federal Constitution taken from the Bill of Rights. Defend the suspending and the pardoning powers. Show that the Toleration Act was a compromise rather than a recognition of principle. References: *Historical Source Book*, No. 7, *Habeas Corpus Act*, and No. 8, *Bill of Rights*; and *Readings in Modern European History*, chap. III.

35. Show how the Act of Settlement was a victory for parliamentary supremacy and also for nationalism. Note two steps in Anglo-Scotch union. Distinguish between England and Great Britain. References: *Historical Source Book*, No. 9, *Act of Settlement*.

36. Review sect. 24. Note the outstanding differences between life in the seventeenth century and that of to-day. What important changes were then occurring? Review the scientific achievements of the Renaissance and add those of the seventeenth century. Reference: *Readings in Modern European History*, chaps. IV and XV.

CHAPTER VI

Absolute Monarchy in France, 1610-1715

37. Review pp. 151-152 and sects. 31, 32, and 33. Compare the constitutional development of France in the seventeenth century with that of England. Which was more in line with the tendency of the time? What English sovereigns ruled during the reign of Louis XIV? How do the expressions "I am the State" and "the trade of king" illustrate Louis's conception of monarchy? What in your opinion was Louis's motive in developing the magnificent court at Versailles? What change do you observe in the attitude of the nobility toward the monarchy? Reference: *Readings in Modern European History*, chaps. V and VI.

38. Review pp. 144 to 151 inclusive and sect. 34. What was the aim of Louis XIV's first three wars? To what extent did he succeed? Look up Louis's conduct in the Rhine valley and note the beginning of the Franco-German feud. Why did the Netherlands lead in forming anti-French coalitions? Why was William willing to assume the responsibility of the English throne in 1688?

39. Review sect. 35. Explain the occasion and the causes of the War of the Spanish Succession. Fix in mind the time relative to other events studied. Compare the treatment of the Bourbons at Utrecht with that of the Hapsburgs at Westphalia. How long was the interval between the two settlements? What is the significance of the gains by the Houses of Savoy and Hohenzollern? Show the significance of England's gains. What lasting effect did Louis's wars have on (a) the foreign relations of France and (b) her domestic affairs? Reference: *Historical Outline Maps and Exercises*, VII, Europe after the Peace of Utrecht (1713).

40. Review sect. 36. Mention five principles of Colbert's policy. What are the advantages of a budget system. Look up the history of the French in America during Louis XIV's reign. Did Louis XIV deserve any credit for Colbert's reforms? Review the origin of the Edict of Nantes and note its duration. How did its revocation injure France? Does a comparison of seventeenth-century France and England indicate the dependence of intellectual progress on any particular type of government?

CHAPTER VII

The European Balance of Power, 1715-1789

41. What two great events bound the period of this chapter?

42. Indicate the race, racial relations, and religion of the Russians. From what people did Russia get its dynasty and ruling class? Note three ties between Europe and Russia. Account for the backwardness of Russia. What was happening elsewhere during the Mongol occupation? Mention some contemporaries of Ivan the Great. Discuss the causes of Russia's rapid expansion. Compare as to time, circumstances, and extent, the eastward expansion of Russia with the westward movement of Anglo-Saxon America.

43. Note the contemporaries of Peter the Great. What was Peter's principal object? By what methods did he try to achieve it? What was the weakness of his methods?

44. Review pp. 73-75. What part had Scandinavia played in the history of the ninth and tenth centuries? What part had Sweden taken in European affairs during the seventeenth century? Indicate the extent of Sweden's empire at the height of her power. How can you remember

when Charles XII ruled? What was the cause of his fall? Of what importance was his defeat for Russia?

45. For what two important achievements is the reign of Catherine II notable? (See also sect. 49.) Where was the first known home of the Turks? With what historical events is their migration into the Near East related? How long ago did they enter Europe? Indicate the extent of their empire at its height. How long has their empire been declining? Why were the Russians their natural enemies? What is the Eastern Question? Reference: *Readings in Modern European History*, chap. IX.

46. Use questions and references for sect. 77 of *World History*.

47. Locate the two main nuclei of the Prussian kingdom. Account for the present mutual dislike of Germans and West Slavs. Discuss the origin of Brandenburg and Prussia. Note the origin of the "Polish Corridor." When and how were Brandenburg and Prussia united? What circumstances permitted the Elector to become King? What good and bad qualities are suggested by "Prussianism"? What conditions gave rise to Prussian ideals? Discuss the significance of the map facing p. 214.

48. With which of his contemporaries whom we have studied did Frederick have important dealings? What part of Frederick's reign was taken up by war? What was the cause of his wars? Judging from the map, of what importance was Silesia to Prussia? Account for the sides taken by the English and the French in both wars. Note the scope of these wars (pp. 234, 235, and 260). Discuss the historical significance of Frederick's wars. Reference: *Readings in Modern European History*, chaps. VII and VIII.

49. Use questions and references for sect. 79 of *World History*.

50. Review chap. V. How long has the House of Hanover reigned? What circumstances brought it to the throne? How did these circumstances determine the conduct of the first two Hanoverian kings? What conditions produced the cabinet system? Show how it puts the executive power into the hands of Parliament. When had Parliament secured complete control of legislation? Account for the weakness of the Tories and the corruption of the Whigs. What was Pitt's great service for England? How was the American Revolution related to the political situation in Great Britain? Of what constitutional benefit to Britain was the American victory? Reference: *Readings in Modern European History*, chap. XVI.

CHAPTER VIII

Commerce and Colonies During the Seventeenth and Eighteenth Centuries

51. Review sects. 26 and 27. Use questions and references for sect. 80 of *World History*.

52. Review pp. 144-146 and sects. 38 and 39. Use questions and references for sect. 81 of *World History*.

53. Review sect. 48. Use questions and references for sect. 82 of *World History*.

54 and 55. Review chap. V. Find various causes for the lateness of English colonization. What conditions favored English colonization during the seventeenth century? Note the colonies planted (1) before the Great Civil War, (2) during the Restoration period, and (3) during the Hanoverian period. What colonies were acquired from other countries? Note the types of colonial government. What type tended to replace the others? Reference: *Readings in Modern European History*, chap. XI.

56. Enumerate the more important cultural elements that passed from England to the English colonies in America. Reference: *Readings in Modern European History*, chap. XII.

57. Review sect. 19. Compare the New England, Middle, and Southern colonies with regard to population, economic, social life, religion, education, and political institutions. (See sects. 54 and 58 inclusive.)

58. Name five important contributions of England to the political institutions and ideas of America. Account for the broader suffrage in the colonies. Did the conditions which produced the bicameral parliament prevail in the colonies? Account for the sectionalism among the colonies. Note the unifying factors. Reference: *Historical Source Book*, No. 5, New England Confederation.

59. Review chap. VI. Compare the periods of French and English colonization. What regions were explored by the two greatest French explorers? Point out the most significant differences between the French and English colonies. Reference: *Historical Outline Maps and Exercises*, X, Colonial Empires in the Eighteenth Century.

60. Review sect 48. How did the Revolution of 1688 affect (a) English foreign policy and (b) colonial American history? Note the longest interval of peace in the series of Anglo-French wars. What was the fundamental cause of English victory? What territory did Great Britain acquire by the Treaties of Utrecht (1713) and Paris (1763)? What other important transfer of American territory was made by the latter treaty?

61. Review sects. 26, 51, and 59. Use questions and references for sect. 84 of *World History*.

62. Use questions and references for sect. 85 of *World History*.

63. Review sect. 25. Use questions and references for sect. 86 of *World History*.

CHAPTER IX

The Old Régime in Europe

64. Review sects. 23 and 28. Read chapter IX as a whole before studying it by sections. Note that it consists of two parts, the second beginning with section 68. State the purpose of each part. What was the “Old Régime”? How did it differ from the régime which preceded it? (Sect. 17.)

65. Review sects. 17 and 18. Use questions and references for sect. 88 of *World History*.

66. Review sects. 19 and 20. Use questions and references for sect. 89 of *World History*.

67. Review sect. 28. Use questions and references for sect. 90 of *World History*.

68. Review sect. 51. Use questions and references for sect. 91 of *World History*.

69. Review sects. 24 and 36. Use questions and references for sect. 93 of *World History*.

70. Review sect. 40. Use questions and references for sect. 94 of *World History*.

71. Review sects. 45 and 48. Use questions and references for sect. 95 of *World History*.

CHAPTER X

The French Revolution, 1789–1799

72. Review chaps. V and VI and sects. 60 and 61. Note the period of the French Revolution as a whole. How does the content of this section enable you to fix the time in

mind? Why did the revolt against absolutism begin in France? Show the influence of two foreign countries upon the revolutionary movement in France. What had Louis XV to do with bringing on the French Revolution, which began fifteen years after his death?

73. Review sect. 68. Compare Louis XIV, Louis XV, and Louis XVI. How did the character of Louis XVI and of Marie Antoinette influence history? Mention four reforms which Turgot planned. Show the influence of Turgot's physiocratic ideas upon his policy. What was the significance of his fall? Show the twofold relation of the American Revolution to the French Revolution. What caused the calling of the Estates-General? Reference: *Readings in Modern European History*, chap. XX, France on the Eve of the Revolution.

74. Review sects. 65 and 66. Use questions and references for sect. 97 of *World History*.

75. Use questions and references for sect. 98 of *World History*.

76. Use questions and references for sect. 99 of *World History*.

77. Use questions and references for sect. 100 of *World History*.

78. Use questions and references for sect. 101 of *World History*.

79. Use questions and references for sect. 102 of *World History*.

80. What two ideals were covered by the word "liberty" in the French Revolutionary slogans? Does popular sovereignty necessarily imply individual liberty, or *vice versa*? What did the French Revolutionists mean by "equality"? Which is the older ideal, "equality before the law," or "equality of opportunity"? Are they equally

desirable? What was meant by "fraternity"? How may the ideal of "fraternity" be enlarged?

CHAPTER XI

Napoleon Bonaparte, 1799-1815

81. Use questions for sect. 103 of *World History*. Reference for sects. 81 to 88 inclusive: *Readings in Modern European History*, chaps. XXIII, XXIV, and XXV.
82. Use questions for sect. 104 of *World History*.
83. Use questions for sect. 105 of *World History*.
84. Use questions and references for sect. 106 of *World History*.
85. Use questions for sect. 107 of *World History*.
86. Use questions for sect. 108 of *World History*.
87. Use questions for sect. 109 of *World History*.
88. Review sect. 80. Use questions for sect. 110 of *World History*.

CHAPTER XII

Reconstruction and Reaction, 1815-1830

89. Use questions and references for sect. 112 of *World History*.
90. Use questions and references for sect. 113 of *World History*.
91. Review pp. 150, 187, 188, 219, and 220. Use questions and references for sect. 114 of *World History*.
92. What ideas and methods were expressed by *Metternichismus*? (See also sect. 92.) Would Metternich have opposed the German nationalist movement if it had not been associated with liberalism? What conditions made *Metternichismus* feasible? What forces undermined it?

(Sect. 168.) Did Metternich possess the qualities of a first-rate statesman?

93. Note the two purposes of the Concert of Europe. Which of these would now be considered inappropriate for an international organization? Were the small states represented? Name six defects of the Concert. In what instances was the doctrine of intervention successfully applied? Trace the history of the first three breaches in the Concert. Show the importance of one of them in our own history. Reference: *Historical Source Book*, No. 21, Monroe Doctrine.

CHAPTER XIII

The Democratic Movement in Europe, 1830-1848

94. Use questions and references for sect. 111 of *World History*.

95. Review sect. 90. Use questions and references for sect. 116 of *World History*.

96. Review sects. 91, 92, and 93. Use questions and references for sect. 117 of *World History*.

97. Review sect. 95. Use questions and references for sect. 118 of *World History*.

98. Review sects. 92 and 96. What five of the Hapsburg lands revolted in 1848-1849? Compare the revolt in German Austria with the other uprisings. What caused the failure of the one in Bohemia? How did that failure affect the fortunes of the other revolutions? Trace the history of the Hungarian revolt. Give two causes for its failure. Account for the failure of the Roman Republic and of the effort of Sardinia to free Italy.

99. What were the two aims of the Revolution of 1848

in Germany? What did the Prussian Liberals gain? How did the Frankfort Assembly differ from the Diet of the Confederation? Give an account of three efforts to unite Germany and of the outcome in each case. Discuss the mid-century German migration to the upper Mississippi Valley, and its effect on American history.

CHAPTER XIV

The National Movement in Europe, 1848-1871

100. Review sects. 17, 21, and 94. Use questions and references for sect. 120 of *World History*.

101 and **102.** Review sects. 79, 81, 82, 83, and 97, and chap. XI. Use questions and references for sect. 121 of *World History*.

103. Review sects. 11, 12, 13, 23, 25, 79, 84, 90, 91, 93, 96, and 98. Use questions and references for sect. 122 of *World History*.

104. Use questions and references for sect. 123 of *World History*.

105. Use questions and references for sect. 124 of *World History*.

106. Review sects. 28, 29, 30, 46, 47, 48, 84, 86, 92, and 99. Use questions and references for sect. 125 of *World History*.

107. Use questions and references to sect. 126 for *World History*.

108. Use questions and references to sect. 127 for *World History*.

CHAPTER XV

The United Kingdom and the British Empire

109. Name seven geographical advantages of Great Britain. What change has occurred in the relative importance of the two sections of England? Contrast the people of the two sections with regard to traditions and politics. Compare the two sections of Scotland. What is included in "Great Britain"? Note two steps in the union of the two countries. How long was Ireland united with Great Britain? Compare the attitude of the Irish toward the union with that of the Scotch and Welsh.

110. Review sects. 50 and 61. What were the causes of the long Tory rule? Explain four undemocratic features of the English government in the early nineteenth century. Tell the story of the struggle ending in the Reform Act of 1832 and show how it illustrates the working of the British system of government. Note two important provisions of the Reform Act.

111. Note the effects of the First Reform Act on parties and policies. Name six reforms made between the First and Second Reform Acts. Why was England so little affected by the mid-century revolutions? How did the American Civil War affect English politics? Show how Gladstone and Disraeli changed sides and remained opponents. Tell the story of the Second Reform Act. Associate it with contemporary events in Canada, Germany, and Japan. What class was benefited? References: *Historical Source Book*, No. 22, Chartist Movement; and *Readings in Modern European History*, sects. 158, Disraeli, and 159, Gladstone.

112. Use questions and references for sect. 130 of *World History*.

113. Use questions and references for sect. 131 of *World History*.

114. Use questions and references for sect. 132 of *World History*.

115. Review sects. 53 to 61 inclusive, 63, and 91. How do you account for Britain's continued victory in the struggle for colonies? Summarize her achievements and losses in each of the periods mentioned.

116. Note two effects of the scattered character of the Empire upon British policy. Compare the number of English-speaking people in (1) the United States, (2) the British Isles, and (3) other parts of the Empire. Classify the parts of the Empire with regard to their constitutional relation to Great Britain. Name and locate the self-governing dominions. What have their population and geography to do with their favored status? Note their common constitutional features. Which dominion has the greatest prospects for growth? Reference: *Historical Source Book*, No. 23, Durham Report.

117. Trace the decline and revival of British imperialism. Is it likely to decline again? What changes have taken place in the constitution of the Empire since the war? Suggest possible effects upon the Empire of separate representation of the Dominions in the League of Nations. Reference: *Historical Outline Maps and Exercises*, XV, Expansion and Organization of the British Empire.

CHAPTER XVI

The Third French Republic

118. Point out seven natural advantages of France.

Show the cause and the international significance of the declining birth rate of France. Suggest possible causes for the comparatively slight industrial development of France. Give two causes for the prevalence of small land holdings. Mention four traits of French national character.

119. Review sect. 108. What international event caused the fall of the Second French Empire? Why did the people elect so many monarchists to the Assembly? Why were the Communards federalists, whereas the equally radical Jacobins of 1793 had stood for centralization? Why did a monarchist assembly form a republican constitution? Trace the growth of republican control of government. What was the work of Thiers and Gambetta? Account for the monarchist tendencies of the army and clergy. What is the present relation of church and state in France? Reference: *Readings in Modern European History*, chap. XXXII.

120. Review sects. 53, 59, 60, and 61. How old is the Third Republic? Why has it lasted so much longer than the other republics? Review the earlier constitutions of France. In what respect is the Chamber more important than the Senate? What is meant by the "Right," the "Left," and the "Center" of a European legislative body? Explain the cause of the frequent cabinet changes in France. What two considerations diminish the importance of the frequent ministerial crises?

121. In what two world regions are the most extensive French colonies located? Compare the value of the colonies which France lost with that of the present ones. Why are there no "self-governing dominions" among the French colonies?

CHAPTER XVII

Italy, Spain, and the Minor Countries of
Western Europe

122. Review sects. 103, 104, and 105. Compare the Italian form of government with that of France. What changes have been made by the Fascisti? What is the cause of the hostility between the church and state in Italy? Why is the Pope called the "prisoner of the Vatican"? Why did the Italian emigrants go to the Americas rather than to their own colonies?

123. Review sects. 25, 26, 29, 39, 86, and 93. Contrast the nineteenth-century history of Spain with that of Italy as regards (a) internal politics and (b) colonies.

124. Compare Portuguese and Spanish history during the last century. Where are Portugal's most extensive colonies? How do the colonies lost by Spain and Portugal differ significantly from those retained?

125. What conditions have favored the composite (federal or confederate) form of state in Switzerland? In what respects does the constitution of Switzerland resemble that of the United States? Why have the Swiss been able to retain the mass-meeting type of direct democracy? How have they reconciled direct democracy with great increase in number of voters? What light is thrown by a study of the Swiss nation upon the nature of nationality?

126. Review index references to "Spanish Netherlands" and "Austrian Netherlands." Has language or has religion determined the boundary between Belgium and the Netherlands? In what respect is plural voting a compromise? Explain Belgium's contribution to the machinery of democracy. Show how the ignoring of minorities in

districts may result in minority rule in the country? Where is Belgium's colony?

127. Review index references to "Holland." In what two parts of the world are the Dutch colonies? Why is Holland able to hold such large colonies? Contrast the colonies lost and those retained.

128. Review pp. 73 and 74 and sect. 44. Discuss the bearing of the cases of Switzerland, Belgium, and Scandinavia on the problem of the nature of nationality. Trace Danish territorial losses from 1524 to 1918. Trace Swedish territorial gains and losses. (See index references.)

CHAPTER XVIII

The German Empire and the Dual Monarchy

129. Review sects. 106, 107, and 108. What were the historical and geographical causes for the militarization of Germany? Contrast the lands and peoples of the two parts of Germany. Locate the three "submerged nationalities" and relate the circumstances for the inclusion of each in the Empire. Point out three Prussian ideals of character and society. What induced other Germans to accept them?

130. Why was a federal system suited to Germany? Compare the position of Emperor with that of the titular heads of Great Britain, France, and the United States. Point out four differences between the two houses of Parliament. Compare the German parliament with the legislatures of the other great powers. How did the chancellorship differ from the office of prime minister in other countries? Show how the kaiser could prevent amendment of the constitution. Point out the undemocratic features of the Prussian (as distinguished from the German) con-

stitution. Why did the Germans, a progressive and highly civilized people, endure their political system?

131. Briefly characterize Bismarck's policy after 1870. Why was Bismarck naturally hostile to both Socialists and Catholics? What was the outcome of his struggle with both? Why did Bismarck resign? How did the later chancellors differ from Bismarck?

132. Why did Germany fail to acquire a colonial empire commensurable with her importance? What was Bismarck's original attitude toward colonies? What three considerations obliged him to change his mind? Name and locate the four German colonies in Africa. Comment on their value.

133. Review index references to "Austria." How did the unification of Germany and of Italy affect Austria? What events made it necessary to reorganize the Empire? Why did the *Ausgleich* deserve to be called a makeshift?

134. Why has Austria-Hungary rightly been called a "Tower of Babel"? Note four racial elements in the Empire, each of which was closely related to the dominant element in a neighboring state. Name a nationality in the Dual Empire which was also a "submerged nationality" in two other states. Which nationalities were wholly confined to the Empire? Account for the endurance of Austria-Hungary in spite of the difficulties noted in the last two sections.

CHAPTER XIX

Russia

135. Review sects. 42, 43, 45, and 49. Compare pre-war Russia with the remainder of Europe as to area and population. Name and locate three branches of the Rus-

sian people. What other countries contained large numbers of Slavs?

136. Name and locate the non-Russian peoples in pre-war Russia. Where possible, point out (1) race, (2) religion, and (3) former political affiliation of each.

137. Why are the reigns and personalities of sovereigns important in Russian history? Does the usefulness of the "divine-right" dogma depend upon its truth?

138. Compare Nicholas I with Alexander I.

139. How far apart in time were the emancipation of the American negro slaves and the freeing of Russian serfs? Was there any common cause for these two events? Discuss the propriety of the name *nihilism*. In what respect is nihilism not "historically minded"? Note three stages in nihilists' propaganda. Reference: *Readings in Modern European History*, chap. XXXV, Russia Before the Revolution.

140. For what three tendencies was Alexander III's reign notable? Show the political significance of the industrialization of Russia.

141. Show how foreign relations affected domestic affairs during Nicholas II's reign. (Read sect. 205 also.)

CHAPTER XX

Turkey and the Balkan States

142. Review sects. 8, 9, and 10. Point out the discrepancies between the race, language, religion, and political boundaries in the Balkans. Compare the cultural conditions of the Near East in ancient and medieval times with that of Western Europe. Account for the present backwardness of the Balkans.

143. Review sect. 45. How many centuries have the

Turks been in Europe? Indicate the extent of their empire at its height. Contrast the nominal and the actual in Turkish central and provincial government during the nineteenth century. Describe the condition of the native Christian population. How did the disintegration of Turkey before 1800 differ from that which followed?

144. How does Montenegrin history differ from the history of other Balkan states? Note five main steps in the history of Serbia. With what European event is Serbian independence connected? (P. 582.) Where were the Serbian "unredeemed" provinces in 1914?

145. Review sect. 83. National sentiment thrives on glorious memories. Apply the dictum to the Montenegrins, Serbs, and Greeks. Note three agencies which developed Greek nationalism. How was the winning of the Greek independence related to larger European politics? What was pan-Hellenism? Comment on the motives of the two outside powers who most encouraged it.

146. Review sect. 104. For what three reasons was Russia especially interested in the Balkans? Explain the alignment of powers. Give five terms of the Treaty of Paris.

147. What three Balkan peoples revolted in the early nineteenth century? What is the significance of the name "Rumania"? Why is it misleading? Why were the Rumanians treated as they were at Paris? Did the diplomats or the Rumanians win finally? Name and locate Rumania's "unredeemed" provinces. Which of these has she redeemed? (Pp. 772 and 789.)

148. Give an account of the origin of the Russo-Turkish War of 1878. What differences regarding Near-Eastern policy began to appear among English statesmen? What was the main provision of the Treaty of San Stefano?

Give the motives of the various powers in opposing it. Study the picture of the Congress of Berlin. With which statesmen will you associate the Congress of Paris? The Congress of Berlin? Compare the treatment of the Rumanians at Paris and that of the Bulgarians at Berlin.

149. Compare the union of Moldavia and Wallachia with that of Bulgaria and Eastern Rumelia. How were Bulgaria and Rumania alienated from Russia?

150. What two nineteenth century tendencies are illustrated in the Young Turk movement? What loss was sustained by Turkey between the Young Turk Revolution and the Balkan Wars? (P. 529.) State the causes and outcome of the First and Second Balkan Wars of 1912-1913. Point out three differences of alignment in the two wars. List the specific causes of international friction in the Balkans. Reference: *Historical Outline Maps and Exercises*, XVI, Dismemberment of Turkey and the Rise of the Balkan States.

CHAPTER XXI

Expansion of Europe in the Old World

151. Explain the section title. Note two modern eras of colonial expansion. Review the circumstances of the great colonial losses of five European powers prior to 1825. Of the states acquiring colonies in the last hundred years, which had been colonial powers before? Which ones had never had colonies before? Is there significance in the location of the colonizing powers in both periods?

152. See sects. 51, 68, 94, 100, and 168. What is "imperialism"? What were the causes of its decline between the two modern colonizing periods? Show how two great forces of the nineteenth century caused it to revive

and flourish. Show how it is in conflict with a third tendency of the nineteenth and twentieth centuries.

153. Use questions and references for sect. 142 of *World History*.

154. Use questions and references for sect. 143 of *World History*.

155. Use questions and references for sect. 144 of *World History*.

156. Use questions and references for sect. 145 of *World History*.

157. Use questions and references for sect. 146 of *World History*.

158. Use questions and references for sect. 147 of *World History*.

159. Use questions and references for sect. 148 of *World History*.

160. Use questions and references for sect. 149 of *World History*.

161. What parts of the world have been occupied by the European race during modern times? Why have Europeans not occupied the tropics? Discuss the likelihood of their doing so. Indicate the causes and extent of negro migration during modern times. To what countries are yellow people now migrating or striving to migrate? From what countries are they excluded?

CHAPTER XXII

Expansion of Europe in the New World

162. What is included in "Latin America"? Compare it with Anglo-America as to racial foundation. Mention three grievances of the colonies against Spain and Portugal. How are the wars for Latin-American independence related

to the history of Europe and of the United States? Briefly characterize the political history of the independent South American states. Note three drawbacks to their economic development. What political problem is created by the foreign loans? Why are Uruguay and the "A-B-C" powers more advanced than the other countries?

163. Why does Indian blood predominate in Central America and Mexico? Account for the political and economic backwardness of these regions. Tell the political story of Mexico, showing how it is related to American and European history. What are the problems of the present Mexican government?

164. What is the racial foundation of the West-Indian population? Why were the West Indies so important in the seventeenth and eighteenth centuries? Note two causes of their economic decline. What outside powers have possessions in the West Indies? Name three nominally independent states. Explain the present interest of the United States in the West Indies.

165. Use questions and references for sect. 152 of *World History*.

166. Use questions and references for sect. 150 of *World History*.

167. Review sects. 25 and 63. Use questions and references for sect. 153 of *World History*.

CHAPTER XXIII

The Industrial Revolution

168. Review sects. 94 and 100. Use questions and references for sect. 154 of *World History*.

169. Use questions and references for sect. 155 of *World History*.

170. Use questions and references for sect. 156 of *World History*.

171. Use questions and references for sect. 157 of *World History*.

172. Use questions and references for sect. 158 of *World History*.

173. Explain the effect of the Industrial Revolution upon: (1) total wealth of the world, (2) total population, (3) distribution of population within countries, (4) distribution of population among the parts of the world, (5) total wealth relative to total population, (6) wealth and standard of living of the masses. Which parts of the world are most completely industrialized?

CHAPTER XXIV

Economic and Social Progress

174. Why has the Industrial Revolution so greatly increased the importance of commerce? Rank the great commercial powers according to the volume of their foreign trade. Why is the foreign trade of the United States small in proportion to wealth and population? Reference: *Historical Outline Maps and Exercises*, XX, Population, Occupations, and Commerce.

175. Explain the social benefit of speculation. Explain the uses of banks and insurance companies. Account for the demonetization of silver. We have silver coins though gold is our only standard of value. Explain. Explain the relation of the gold supply to prices. Why are changes in the value of money undesirable? Name the principal pre-war creditor nations. Why was the United States formerly a debtor nation? Why is it now a creditor nation? Show

the relation between financial crises and the Industrial Revolution.

176. Review sects. 20, 51, and 68. Make a list of the obstacles to commerce which have been removed in modern times. Show how nationalism has helped to remove some of these obstacles and prevented the removal of others. Reference: *Historical Source Book*, No. 25, Declaration of Paris.

177. Review sects. 19, 58, and 76. Use questions and references for sect. 160 of *World History*.

178. Use questions and references for sect. 161 of *World History*.

179. Review sect. 170. Use questions and references for sect. 162 of *World History*.

180. Use questions and references for sect. 163 of *World History*.

181. Use questions and references for sect. 164 of *World History*.

182. Use questions and references for sect. 165 of *World History*.

CHAPTER XXV

Modern Civilization

183. Review sects. 100, 152, 171, and 172. Use questions and references for sect. 166 of *World History*.

184. Review sects. 19, 58, 94, 139, and 178. Use questions and references for sect. 167 of *World History*.

185. Review sects. 110, 111, 112. Use questions and references for sect. 168 of *World History*.

186. Use questions and references for sect. 169 of *World History*.

187. Review sects. 6, 14, 18, 28, 29, 56, 67, 69, and 76. Use questions and references for sect. 170 of *World History*.

188. Review sects. 24 and 36. Use questions and references for sect. 171 of *World History*.
189. Review sects. 9, 10, 22, 23, 40, 69, and 70. Use questions and references for sect. 172 of *World History*.
190. Use questions and references for sect. 173 of *World History*.
- 191 and 192 [omitted].

CHAPTER XXVI

International Relations, 1871-1914

193. Review sects. 103 to 108 inclusive, 123, and chap. XVIII. Use questions and references for sect. 174 of *World History*.
194. Review chaps. XV, XVI, and XIX. Use questions and references for sect. 175 of *World History*.
195. Review chap. XXI. Use questions and references for sect. 176 of *World History*.
196. Review chap. XX. Use questions and references for sect. 177 of *World History*.
197. Use questions and references for sect. 178 of *World History*.
198. Use questions and references for sect. 179 of *World History*.

CHAPTER XXVII

The World War, 1914-1918

199. Use questions and references for sect. 180 of *World History*.
- 200 and 201. Use questions and references for sects. 181 and 182 of *World History*.
202. Use questions and references for sect. 183 of *World History*.

203. Use questions and references for sect. 184 of *World History*.

204. Use questions and references for sect. 185 of *World History*.

205. Use questions and references for sect. 186 of *World History*.

206. Use questions and references for sect. 187 of *World History*.

207. Use questions and references for sect. 188 of *World History*.

CHAPTER XXVIII

The World Settlement, 1919-1920

208. Review sects. 89, 90, 91, 146, and 148. Use questions and references for sect. 189 of *World History*.

209. Use questions and references for sect. 190 of *World History*.

210. Review sects. 133, 134, 148, 149, and 150. Use questions and references for sect. 191 of *World History*.

211. Review sect. 150. Use questions and references for sect. 192 of *World History*.

212. Observe on the map the line of new European states. Comment on the significance of its location. References: *Historical Outline Maps and Exercises*, XX-b, Europe After the Peace Conference of Paris (1919-1920); and *Historical Source Book*, No. 32, Declaration of Independence of the Czechoslovak Nation.

213. Review sect. 181. Use questions and references for sect. 194 of *World History*.

214. Use questions and references for sect. 195 of *World History*.

215. Use questions and references for sect. 196 of *World History*.

CHAPTER XXIX

The World To-day

216. Use questions and references for sect. 197 of *World History*.

217. Why is it becoming almost impossible to localize war? Why is modern warfare properly described as "suicidal"?

218. Use questions and references for sect. 199 of *World History*.

219. How did the Concert of Europe differ from the League of Nations? Reference: *Historical Source Book*, No. 29, Final Act of the First Hague Peace Conference.

220. Use questions and references for sect. 201 of *World History*.

221. Use questions and references for sect. 202 of *World History*.

222. Use questions and references for sect. 203 of *World History*.

223. Use questions and references for sect. 204 of *World History*.

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